Workplace Strategies for Mental Health

Compliments of Canada Life



Facilitator guide

Putting psychological competencies and demands on the agenda: **creating awareness**



Why are the resources created by Workplace Strategies for Mental Health free?

Since 2003, Canada Life has supported research and projects related to positive mental health in the workplace – including Workplace Strategies for Mental Health (Workplace Strategies).

Workplace Strategies develops free resources to foster positive mental health and protect psychological safety in the workplace. Through collaboration with experts from diverse places and professions, Workplace Strategies provides tools that are both evidence-based and user-friendly.

Extensive expert collaboration for this series came from Workplace Safety and Prevention Services. Many thanks to Andrew Harkness, Alexandra Petrisano, Janet Carr, and Krista Schmid. We're also grateful for the thoughtful feedback from David MacDonald and Phil Perczak.

Over the years, Workplace Strategies has developed high-quality resources including **Guarding Minds at Work**, **Working through it**, **Supporting employee success**, **Psychologically safe leaders**, **Psychologically safe interactions**, **Plan for resilience** and many more.

All are available to anyone free of charge, at clwshm.com, compliments of Canada Life.

Canada Life has long recognized that psychological health and safety impacts overall employee well-being and performance.

Canada Life supports many initiatives aligning with their core values to benefit all Canadians, not just clients, from coast to coast. These include initiatives focused on education, health and wellness, community development and social services.

What other workshop topics are available?

We've drawn on what we've learned to offer this workshop series so you can facilitate in organizations of all sizes on a wide variety of topics such as:

- Implicit bias
- Resolving conflict
- Building resilience
- Team building activities
- Supporting task improvement
- Putting psychological health and safety on the agenda series

For a complete list of workshop resources go to clwsmh.com/materials.

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Introduction to the

On the agenda workshop series

The National Standard of Canada on Psychological Health and Safety in the Workplace drew on the psychosocial factors identified in Guarding Minds at Work. These factors range from psychological competencies and demands to psychological protection. They help employers identify what might impact employee psychological safety. The Standard recommends engaging all employees in developing strategies to improve psychological health and safety. This workshop series and the free downloadable materials described below provide a discussion framework to improve each psychosocial factor.

Creating awareness facilitator guide

The **Creating awareness** facilitator guide provides suggested wording you can modify to meet the needs of your audience and your personal and organizational style.

Creating awareness is the first workshop provided for each psychosocial factor and must be done before the Creating change workshop. In some cases, creating awareness may be all you need for your team to begin improvements in this area.

The **Creating awareness** workshop can be completed in as little as one hour. Spending more time discussing the topic can be valuable in supporting awareness and changes in attitude and behaviours.

Creating change facilitator guide

Creating change is a deeper dive into each psychosocial factor as described in Guarding Minds at Work.

Whether or not you have completed the Guarding Minds employee survey, this workshop will help your group focus on evidence-based approaches known to have a positive impact.

Creating change is optional but is dependent on completing the **Creating awareness** session first.

The **Creating change** workshop is meant to be a 2.5 hour session. If you have more time, you may discuss in more detail how you will take action in your workplace.

Facilitating team discussions

Facilitation tips for leaders is a guide that can help you increase your comfort level and effectiveness in managing participant responses and attitudes.

Slide presentations

The Creating awareness and Creating change slide presentations are available from clwsmh.com/materials. You can also add slides related to your own organizational resources, policies, procedures or strategies.

Participant handouts

The **Creating awareness** and **Creating change** participant handouts are available to print at clwsmh.com/materials or can be used digitally.

Facilitating this topic

Preparation

Before you begin:

If you've done the Guarding Minds at Work survey, review the results of the psychological competencies and demands factor to understand how the employees responded.

If available, review potential and current workplace stressors, which could include:

- **Work pressure** – unreasonable deadlines, conflicting demands, role confusion and others
- **Interpersonal conflicts** – with customers, clients, patients, co-workers, leaders and others
- **Exposure to traumatic incidents** – such as accidents, injuries and natural disasters
- **Environmental stressors** – including noise, safety concerns, extremes of heat or cold or confined spaces
- **External threats** – like evacuation, lockdown, fire and robbery

Consider grouping employees into categories with similar work experiences for participation in this workshop. For example, in a municipality, you could group paramedics with firefighters and call centre workers with receptionists. It's not ideal to mix firefighters with call centre workers at the same table because their experiences aren't similar. Yet, everyone benefits from hearing the experiences of others at work during the large group discussions.

Review any existing policies, programs and training related to preparing for psychologically stressful situations at the organizational and departmental levels. In addition to resources that help address stressful situations, consider those that help employees anticipate and manage the emotional impact on their own mental health.

Find out who in your organization could help with a more serious issue like workplace trauma. This could include a resource to help them, as well as decision makers who could affect policy change. Be prepared to share this information with anyone who needs it. Also, let them know in this workshop that you're seeking constructive ways to prevent such problems in the future.

It could be helpful to have someone available who can intervene if there's a participant who becomes overwhelmed with this discussion. This could be someone who's available in person, online or by telephone.

Be aware of mandatory training and standard operating procedure so you'll know if any participant suggestions violate existing policy. If this isn't your field of expertise, invite someone to your discussion who has this knowledge. You can still consider these suggestions. Explain you need to take them to senior leadership first.

- If you'd like some tips for dealing with difficult conversations during your workshop, see Facilitation tips for leaders.
- If you're in a unionized environment, be sure to include relevant union representatives who are familiar with the collective agreement in this discussion. This is to ensure any suggestions developed don't violate the collective agreement and are acceptable to all parties.
- Talk to senior leaders about employee time and organizational budget limitations to increase psychological competencies.

Suggested materials for an in-person workshop

- **Projector or monitor** – for the slide presentation from a laptop or USB
- **Cables and adapters** – if necessary for projection
- **Remote** – to control slides
- **Whiteboard or flipchart** – to record participant responses
- **Dry erase markers**
- **Sticky notes in medium and large sizes** – if available it can be easier to write responses on sticky notes at the tables and attach to a flipchart, whiteboard or the wall. Some sticky notes will have one sentence on them, but others will have more detail. You may use paper and pen or a flipchart if sticky notes aren't available.
- **Participant handout for each participant** – either digital or printed
- **Pens for participants**
- **Small stickers** – for voting at the end. You can also use pens to create checkmarks.

Check out **virtual team discussions** in Facilitation tips for leaders for help facilitating this workshop online



Your audience

This session is suited for teams who regularly do similar tasks and want to improve psychological health and safety. Where possible, pre-arrange seating by job role. This engages participants in creating awareness about how to improve psychological competencies and demands as it relates to their tasks.

All workplace stakeholders and any team, including sports or associations who want to improve how they work together, may wish to participate in this workshop.

You may also want to facilitate this session with just leaders. Participating in the entire workshop can help leaders improve interactions with each other. It will also help prepare them to deliver the same workshop to their own teams.

There's no limit on the number of participants but we suggest groups of 3 to 4 to allow small group discussion either at a table or in an online breakout room.

You can provide the participant handouts digitally or have them printed.

Learn more about how to deal with difficult reactions from your audience in Facilitation tips for leaders.

Promoting this workshop

To help you promote the workshop to potential participants you can use the following description or modify as needed:

Mail

Reply all | Delete | Junk | Block | ···

Putting psychological competencies and demands on the agenda: creating awareness



Improving psychological health and safety is a process of continual improvement. Everyone needs to be involved. In this session we'll discuss what psychological competencies and demands means for our team in a practical way.

It's looking forward to constructive actions that will prevent risk to our psychological safety at work. This could include changes to recruiting, training, promotion, preparation, debriefing and some procedures. We all deserve a safe work environment. Please come prepared to make a positive contribution by thinking about ways you manage work stress.

Location:

Date:

Start time:

End time:

To register:

Workplace Strategies for Mental Health

canada life

How to use this guide

Throughout this facilitator guide, you'll see some or all of the following with the corresponding slide:

X minutes: This is the estimated amount of time to spend on this slide if you want to keep within a one-hour timeframe. Some slides involve just a statement or two from you. Others engage the participants in discussion. Of course, if you have more time you can ignore these guidelines.

Facilitator notes

This is a note to you, the facilitator, where we offer options or make suggestions. For example, discussing events like downsizing, collective bargaining, injuries or terminations may warrant more sensitivity. We may suggest alternative wording to help you stay focused on solutions. This also helps you avoid getting pulled into past challenges.

Suggested wording

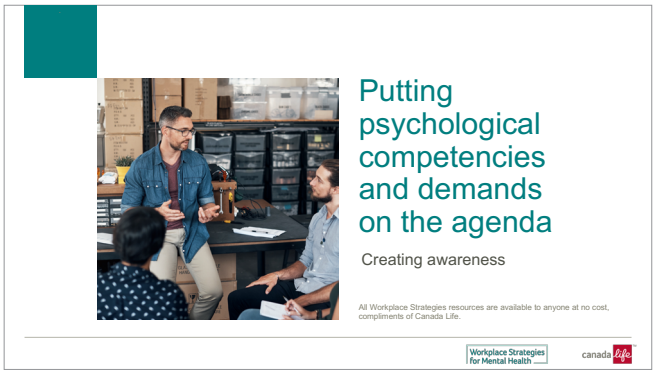
You can read this out loud as provided or personalize it for your style and audience.

Where you see text in [**square brackets**] it's a quick note to you about process. Don't read it aloud.

Transition

Each slide ends with a sentence or two that helps you transition to the next slide.

Slide 1 3 minutes



Putting psychological competencies and demands on the agenda

Facilitator notes

There isn't much time for introductions in a one-hour session.
To begin, ensure you've already introduced:

- Yourself, if there's anyone who may not know you
- Your role within the organization, if unknown to the group
- Why you're engaging the group in this discussion
- The importance of addressing psychological health and safety in your organization

Suggested wording

[If this is the group's first On the agenda workshop]

Our organization is committed to continual improvement for a psychologically safe workplace. This means you're supported to do a good job in a healthy work environment. It also means you can leave at the end of your day with your mental and physical well-being intact.

We need your help deciding how we best accomplish this goal. How we respond to work stress is as important to our work experience as the policies and programs we offer.

This session focuses on psychological competencies and demands in the workplace. Our psychological competency is determined by the approaches and strategies we use to deal with work stress. Psychological demands are those things that create work stress. Today we'll consider ways to reduce demands and improve competencies. Of course, we'll always have stress at work. We can't eliminate that. But in a psychologically safe workplace, we're aware of the sources of stress and put things in place to manage it to the best of our ability.

[If you've previously facilitated On the agenda workshops with your team:]

Thank you for coming together once again to help us improve psychological safety for our team.

Transition

Let's review the process we're going to use.

Notes

Slide 2 2 minutes



Process

Facilitator notes

If you've done an On the agenda workshop before, you can quickly show this slide and say your process will be like the last creating awareness workshop.

Suggested wording

Today's goal is to reach a better understanding of the psychological competencies and demands in our workplace. Specifically, we'll explore what our potential stressors are and how we can better prepare and provide support to manage them.

We'll start by agreeing to the principles of psychologically safe discussions. Then we'll review the definition of psychological competencies and demands. This includes statements that expand on what it would look like in the workplace. We'll list words that represent psychological competencies and demands to us. Next, we'll brainstorm specific workplace actions that help support competencies and manage demands. We'll then look at the actions we wish to adopt against criteria that help ensure it will be successful. We'll also get to vote on the approach we want to recommend for improving psychological competencies and demands in our workplace.

Transition

Before we begin, let's agree on how we will discuss our ideas in a psychologically safe way.

Notes

Slide 3 2 minutes



Psychologically safe discussions

Facilitator notes

It's important that all participants agree to follow these guidelines for psychologically safe discussions. If this may be difficult because of existing tension or past problems, consider a seating plan to avoid cliques or confrontations. You may want to explain that everyone at work doesn't need to be your good friend, but everyone's expected to work together professionally. One way to get consensus is to ask if anyone is unwilling to honour these guidelines. No hands raised indicates implicit agreement. If you're concerned about handling a difficult situation, please see Facilitation tips for leaders.

In the suggested wording, you'll offer to speak privately with anyone who has a more serious issue. If you're not the person who can help, be clear that you'll pass this on to someone who can.

If you haven't already, ask participants to form groups with others whose work exposes them to similar work stressors. For example, in a municipality, you could group paramedics with firefighters and call centre workers with receptionists. You wouldn't want to mix firefighters with call centre workers in the same group because their experiences aren't similar.

Suggested wording

We want this discussion to be psychologically safe for everyone. There may be past situations where the psychological demands at work have been stressful. Anyone who's dealing with this should speak to me privately so we can take steps to help you with that.

Today we'll focus on identifying psychological demands and come up with ways to prevent harm and support our psychological competency.

[**If you haven't already seated participants by job role, you may wish to add the following: To make this session most effective, it's ideal to discuss the same stressors. If you haven't already done so, please move now to join those whose work tasks are most similar to yours. If this isn't necessary, move on to the next paragraph.**]

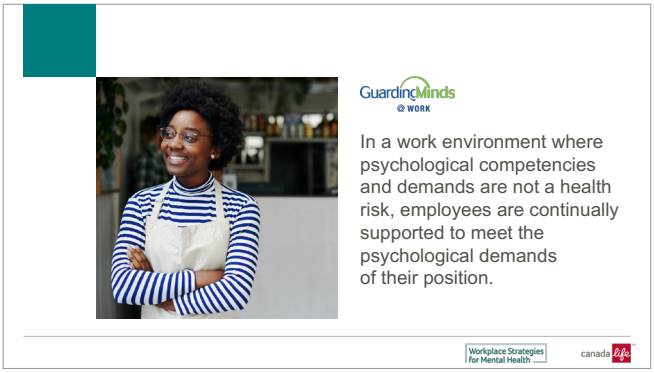
Let's be both practical and creative and come up with suggestions to improve psychological safety for our whole team. Please don't single out any one person or group. Make sure everyone in your group has a chance to contribute to the discussion.

Transition

Let's now discuss what psychological competencies and demands mean.

Notes

Slide 4 2 minutes



Describing psychological competencies and demands

Suggested wording

Guarding Minds at Work defines “In a work environment where psychological competencies and demands are not a health risk, employees are continually supported to meet the psychological demands of their position.”

Psychological demands are emotional, cognitive or mental pressures placed on an individual. All workplaces would have some level of psychological demand. It becomes psychologically unsafe when the demands exceed an individual’s ability or competency to endure them. For example, conflict can be a psychological demand in a call centre because people calling in with complaints may feel angry and upset. Some call centre employees may not be affected by this, but some may be extremely affected. The ability or competency not only varies from person to person, it will vary throughout your day, your career and your lifetime. Your psychological competency is impacted by your experience, training, health, nutrition, sleep, mood and relationships. Obviously, your own lifestyle choices are going to have an impact, but our topic today's related to what can be done at work.

This isn't about simply hiring people who will never have stress. That's unrealistic. We never know what life will throw at us in terms of personal, family or health issues. The recommended approach to a psychologically safe workplace is to identify stressors at work that could or will happen. Then, put safeguards in place. These safeguards can include effective training, prevention and support. Training can help build competency while prevention and support help us manage demands. Our job today is to think about what could help us in these areas.

Transition

According to the research from Guarding Minds at Work, a workplace with positive psychological competencies and demands would be able to state that:

Notes

Slide 5 15 seconds



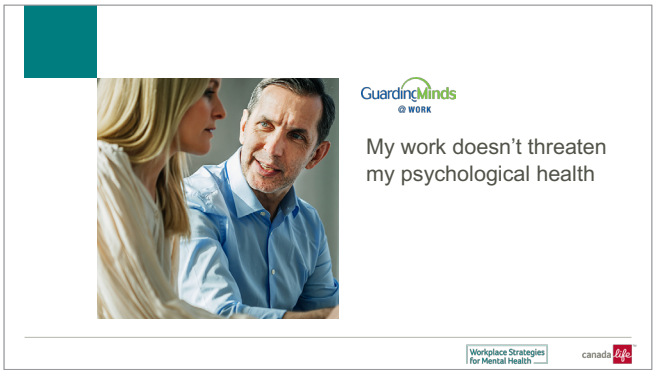
Management appointments consider the "people skills" necessary for specific positions

Suggested wording

Management appointments consider the "people skills" necessary for specific positions.

Notes

Slide 6 15 seconds



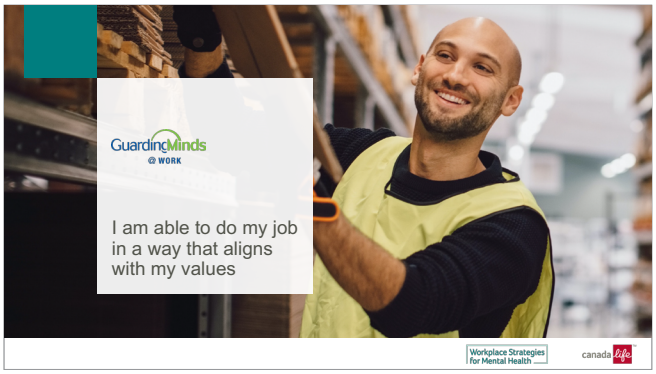
My work doesn’t threaten my psychological health

Suggested wording

My work doesn’t threaten my psychological health.

Notes

Slide 7 15 seconds



I am able to do my job in a way that aligns with my values

Suggested wording

I am able to do my job in a way that aligns with my values.

Transition

Now let’s consider the psychological demands of your job.

Notes

Slide 8 7 minutes



What words describe our psychological demands?

Facilitator notes

In this exercise allow the group to come up with any words they want. This is to get them thinking about what this concept means to them.

Below are some ideas you can share if they're having a hard time coming up with their own:

- **Work pressure** – unreasonable deadlines, conflicting demands, role confusion and others
- **Interpersonal conflicts** – with customers, clients, patients, co-workers and leaders and others
- **Exposure to traumatic incidents** – such as accidents, injuries and natural disasters
- **Environmental stressors** – including noise, safety concerns, extremes of heat or cold or confined spaces
- **External threats** – like evacuation, lockdown, fire and robbery

Suggested wording

Earlier we described psychological demands as emotional, mental and cognitive pressures. These could include:

- Work pressures such as unreasonable deadlines or role confusion
- Interpersonal conflicts with clients, the public, co-workers or leaders
- Exposure to traumatic incidents like accidents, injuries or natural disasters
- Environmental stressors such as safety concerns, extremes of heat or cold, noise or other distractions
- External threats such as pandemics, fires or robbery

In your group, brainstorm as many words as you can that identify psychological demands you could or do face at work. Be as specific as you can. For example, if conflict is a stressor in your position, indicate whether it's conflict with coworkers, management, clients or the public. Please don't name names. You have 2 minutes to write down as many demands as you can for your job tasks. You can get ideas by referring to the examples on the slide and the definition and statements in your handout.

Write one to 3 words per sticky note.

I'll let you know when time's up and ask each group to share their responses and place their sticky notes on the wall. Please start now.

[**When time's up, allow a representative from each group to share their ideas as they place them on the wall.**]

Transition

Thank you for identifying these demands. We'll now look at how we might improve our ability to deal with them in the next exercise.

Notes

Slide 9 5 minutes



What words support psychological competency?

Facilitator notes

In this exercise allow the group to come up with any words they want. This is to get them thinking about what this concept means to them..

Suggested wording

In each group, brainstorm how we can improve and support our own psychological competencies, given the demands you've identified. Come up with as many words as you can. You have 2 minutes to write down as many as you can. You can get ideas by referring to these examples on the slide and the definition and statements in your handout.

Write one idea to improve or support our psychological competencies per sticky note.

I'll let you know when time's up and ask each group to share their responses and place their sticky notes on the wall. Please start now.

[**When time's up, allow a representative from each group to share their ideas as they place them on the wall.**]

Transition

Thank you for these words. We'll build on them in the next activity.

Notes

Slide 10 12 minutes



Actions that improve and support our psychological competencies

Facilitator notes

If some groups are struggling to come up with ideas, provide them with one or 2 from this list to get them started.

Training – Psychological first aid or suicide prevention

Mentoring – From experienced employees who've done the same job

Debriefing – A supportive and nonjudgmental discussion about how we coped and managed a difficult situation

Prevention – Ongoing resilience training

Support – Confidential counselling resources

Suggested wording

Now, let's come up with specific actions that would provide the improvement or support you're recommending. Try to get an action for each idea you came up with in the last activity. Be creative and specific. For example, if you're recommending training, state the specific training. If you're recommending mentoring, describe who's mentoring whom. Please write as many examples as possible with at least one specific action for each idea. Each action should be on a separate sticky note.

You have 5 minutes. I'll let you know when the time's up and ask each group to share their answers with the larger group.

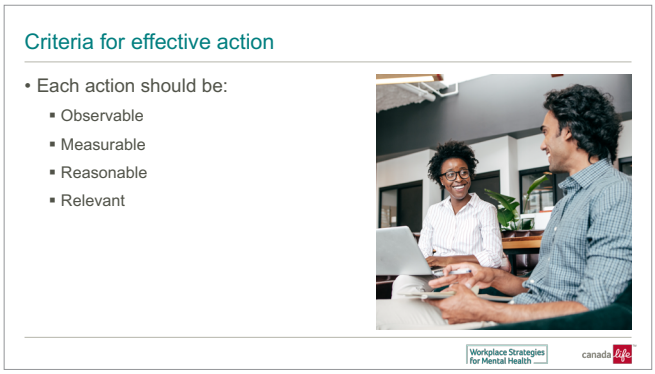
[When the time's up, allow a representative from each group to discuss their ideas as they place them on the wall.]

Transition

Thank you for all these actions. Next, let's refine our actions to meet some specific criteria.

Notes

Slide 11 14 minutes



Criteria for effective action

Facilitator notes

During this exercise you're helping the participants think more critically and practically about their ideas. When they present their ideas at the end, be sure to identify when an idea may:

- Need approval from senior leaders
- Need funding you don't currently have
- Contravene a collective agreement, policy or contract

These should be placed in a separate section as future considerations. Don't discourage those who propose these ideas. Acknowledge that they require more consideration than today's workshop allows. Suggest these ideas can be shared with senior leadership afterwards. Focus instead on the ideas that are within budget and easy to do right now.

Suggested wording

The plan for today is to think critically about these actions and choose one we agree to adopt.

First, we must consider the extent to which the action's observable, which means we must be able to see or hear it. For example, let's say we recommend resilience training using the Plan for resilience, which is available for free from Workplace Strategies for Mental Health. To make it observable, we need to be clear on how and when to access training. This could be a poster, an email or a meeting notice.

If the action's measurable, we can establish it will make a positive difference on our psychological competencies. Let's look at our resilience training example. We could do baseline testing of our current levels of resilience, apply the training and test again after a certain amount of time. This would help us to understand if the training was effective.

The action also needs to be reasonable. This means it still allows us to do our jobs effectively and meet our goals. It also means we have the time and resources to do it. In our example, the resource is free, but it still takes up to 2 hours to complete. This is time the organization would lose from our productivity and therefore is an expense. There'd also be time required for the pre and post testing of the levels of our resilience. We need to consider the reasonableness of these costs and time for any actions.

Finally, the action needs to be relevant to our work environment. This means it makes sense to us and everyone can adopt it. Continuing with our resilience example, the Plan for resilience applies to people at all levels of an organization and to all sectors. Therefore, it would be relevant for our team. For example, if the training was specific to first responders, it may not be relevant for everyone in our work environment. In this case, it would be important to clarify your suggested action is only relevant to first responders.

Let's stay with our example. Incorporating our criteria, our recommended action would be to provide 2.5-hour sessions that allow all employees to participate in a pre-evaluation of their level of resilience. Then, they'd complete the Plan for resilience. Their evaluation results would be confidential and only aggregated data would be shared. The Plan for resilience workbook would also be kept confidential. After one month, we'd retake the resilience evaluation to assess for improvements in the aggregate results. Our next steps would be based on these results. This would be a complete single action using the criteria on the slide. Of course, it's only our recommendation and it would have to align with organizational policy and/or get approval from senior leadership.

In your group, compare the actions you came up with against these 4 points. Use the worksheet in your handout to refine your actions. Make sure they include each of the criteria.

Choose your top one to 3 actions to present to the larger group. You have 5 minutes starting now.

[**After 5 minutes**]

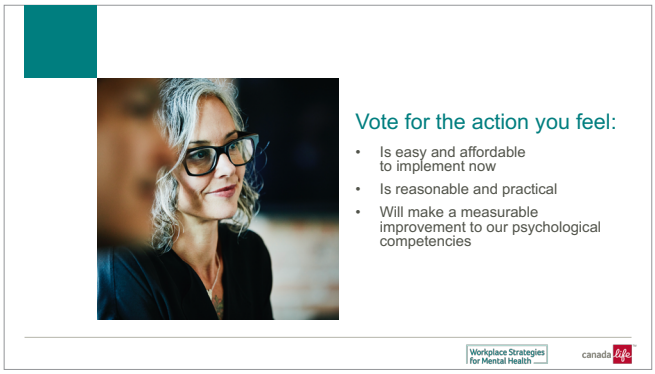
Each group can now present their chosen actions. If another group chose a similar idea, you can share that you agree and only describe any differences.

[**You'll want someone to record these on a flip chart because the group will be voting on the action to take first. As you go through the ideas, point out which ones would need approval or funding or may go against policies or contracts. Place these ideas in a separate section for future consideration. Be sure to collect the ideas or take a picture of them. Then, you have them to share with leadership or review later to explore what's possible.**]

Transition

Those are some great ideas. Next, we're going to vote on which action we would like to adopt for our workplace.

Slide 12 7 minutes



Vote

Facilitator notes

You may choose from among these ways to vote on the first action to adopt:

1. Provide one to 3 small stickers to each person. Explain they can place one, 2 or 3 of the stickers on the actions they most want to see adopted.
2. Ask them to put a check mark or sticky note on the action.
3. Number the displayed actions, grouping similar ones together. Ask them to write their vote on paper and place it in a container.
4. Use online polling technology if you're delivering this remotely.

In all cases, the action with the most votes wins. We don't recommend a show of hands because the peer pressure may be too great.

Suggested wording

Today, we're looking for a quick win. You'll now vote to recommend one action you believe will best improve psychological competencies for our team.
The action must meet these criteria:

- Is low cost or no cost
- Is relatively easy to adopt
- Doesn't violate any organizational policies, regulations or contracts
- Supports improvements to our psychological competencies

Other actions you've come up with could form part of our continual improvement approach. We can seek funding and approval as necessary for those actions.

Each proposed action will be displayed for you to review over the next 2 minutes, so you'll be ready to vote. Please remember you're choosing based on what you feel:

- Would make a difference
- Is low cost or no cost
- Doesn't need approval
- Is relatively easy for everyone to adopt

Does anyone have any questions?

[**Field any questions and then explain the voting method you'll use and facilitate the vote. There are options described in the Facilitator notes above.**]

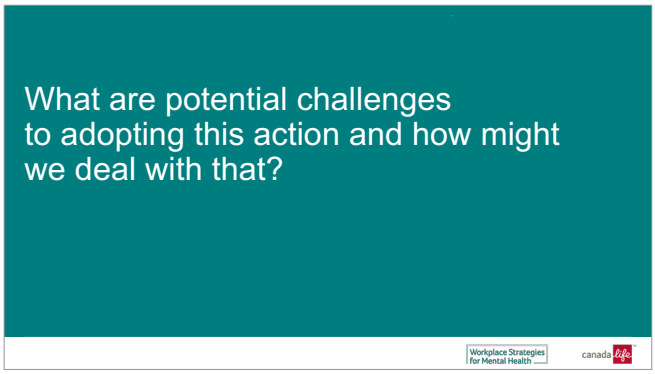
We now have a winner and it is [**read it aloud**]. Remember the other actions can also be considered later.

Transition

Now that we have our action, let's explore any potential challenges.

Notes

Slide 13 5 minutes



Addressing challenges

Facilitator notes

It's nice if everyone can share, but time may not allow it. Ask for volunteers to share. This provides an opportunity to voice any concerns before committing to adopting the action. If no challenges are shared, you can just move on.

Suggested wording

Take a moment to answer this question individually in your handout on page 6. We'll go around the room and consider any potential challenges before they arise. If you're not sure how to deal with the challenge you identify, the group may be able to offer helpful ideas.

[**Provide time to complete their responses and then address any challenges one at a time. When the challenges are adequately addressed moved on.**]

With the challenges addressed, we're now ready to recommend our action. Does anyone need anything further before recommending this action?

[**Address any needs and if there are no needs expressed, continue.**]

Great. Thank you for that. In the coming months, we'll monitor how this action we've recommended impacts our team. Then, we'll regroup to review the results and consider next steps. We'll save all your ideas for future planning.

Transition

For those who want to learn more about psychological health and safety at work, there's a list of relevant resources at the back of your handout.

Notes

Slide 14 15 seconds



More resources

Facilitator notes

Once you've thanked the participants you can leave this slide up for those who want the website address for more free resources.

Suggested wording

I'll leave this slide up for anyone who wants to find more information on today's topic.

Notes

Workplace Strategies for Mental Health



Workplace Strategies for Mental Health resources are:

- For all employers, people leaders, employees and facilitators of workplace psychological health and safety
- Available in English and French
- Evidence- or practice-based
- Available to anyone at no cost

Examples of the resources available at clwsmh.com include:

Employees' role in psychological health and safety
Free online learning modules for employees to learn how to contribute to a mentally healthy workplace. This orientation to psychological health and safety in the workplace is for individuals.

Building stronger teams
A leader's guide for team-building activities that develop resilience, emotional intelligence and cohesion.

Burnout response for leaders
How to identify employee burnout, recognize workplace factors and take pro-active steps for prevention. These strategies can help protect overachievers and those recovering from burnout.

Healthy break activities
Subscribe to weekly Take Your Break emails for activities that support good mental health at work. These low to no-cost break activities can help you energize, calm your mind or relax your body.

Peer supporters
Learn about reaching out for or becoming a peer supporter in the workplace. Peer supporters draw on their life experiences to help those facing similar challenges.

Resilience
A tool to help you bounce back after a health, personal or work crisis. This resource helps you develop healthy coping strategies to deal with life's challenges.

Sector specific strategies for psychological health and safety
Review unique psychosocial risks and approaches for first responders, educators, call centres and more. Strategies are also provided for human services, tech, shifts, dangerous or remote working.

Mental health awareness videos
Video interviews with people who experienced mental health issues at work discussing what helped. Their strategies and advice can act as virtual peer support and mental health awareness.

We’d love to hear how you used this free resource!

Contact us through social media or at clwsmh.com

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