

Objectives of the Logic Model for Resilience Intervention in Work Rehabilitation

Ultimate goal: Facilitate the person's sustainable return to work



General objective: Foster the person's engagement in the attainment of his or her goals



Cross-cutting objective: Assist the person in mobilizing his or her internal and external resources



Specific objectives

1. Support the person in adopting a positive outlook on his or her future

Sub-objectives

- 1.1 Assist the person in developing objectives aligned with his or her goals, strengths, mental representations of his or her health condition and the program objectives
- 1.2 Assist the person in recognizing the positive aspects of his or her life
- 1.3 Assist the person in recognizing and nurturing positive emotions



2. Support the person in accepting his or her symptoms, health condition and related events

Sub-objectives

- 2.1 Foster coherence between the person's understanding of his or her health condition, return-to-work process and life plans
- 2.2 Foster mindfulness in the person
- 2.3 Encourage the person to find meaning in his or her return-to-work process and life



3. Support the person in persevering toward his or her goals

Sub-objectives

- 3.1 Encourage the person to take an active role in his or her recovery and return-to-work process
- 3.2 Encourage the person to take actions that will bring him or her closer to achieving his or her goals
- 3.3 Assist the person in making flexible use of effective adaptation strategies



4. Foster a perception of positive social support during the person's absence, return to work and efforts to stay at work



Components

Evaluation

Intervention

Maintenance

Activities and Tasks Related to the Objectives of the Intervention Model on Resilience in Work Rehabilitation

Specific Objectives	Sub-objectives	Activities	Tasks	Components	Examples of Resources
1. Support the person in adopting a positive outlook on his or her future	1.1 Assist the person in developing objectives aligned with his or her goals, strengths, mental representations of his or her health condition and the program objectives	Individual and/or group meeting	<p>A. Evaluate the person’s mental representations of his or her health condition (work capacity, health and treatment)</p> <p>B. Document:</p> <ul style="list-style-type: none"> ○ What work means to the person (work in general, and more specifically, the job held) ○ The person’s life plans and roles ○ What (who and what) is important to the person (his or her goals) ○ Current obstacles to moving closer to what is important to the person ○ Actions that the person takes to move away from these obstacles ○ Actions that the person takes or has taken to move closer to what is important to him or her <p>C. Help the person give priority to activities that move him or her closer to or further away from what is important to him or her</p> <p>D. Discuss activities that the person can no longer do or fears that he or she can no longer do in order to clarify what is important to him or her in these activities</p> <p>E. Explore alternative activities that he or she can do that would allow him or her to move closer to what is important to him or her</p> <p>F. Do regular follow-up with the person and work together to adjust the goal</p> <p>G. Work with the person to determine how the return to work is relevant to what is important to him or her</p> <p>H. Work with the person to develop the intervention plan and return-to-work plan taking into account the previously evaluated points</p>	Evaluation and intervention	<p>Revised Illness Perception Questionnaire (IPQR) for MSDs</p> <p>Guide containing exploratory questions (<i>What does it mean to you to be healthy OR What does being healthy mean to you? In your opinion, what would help in your recovery? What is important to you in your life?</i>)</p> <p>Value identification exercises</p> <p>ACT Matrix (Acceptance and Commitment Therapy)</p> <p>Goal hierarchy pyramid (<i>helps clarify what is important to the person in the activities her or she does</i>)</p>

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1. Support the person in adopting a positive outlook on his or her future	1.2 Assist the person in recognizing the positive aspects of his or her life	Individual and/or group meeting	<ul style="list-style-type: none"> A. Work with the person to identify the areas of his or her life that are going well B. Highlight the progress the person is making in his or her rehabilitation C. Assist the person in identifying his or her strengths D. Explore difficult situations that the person has succeeded in overcoming in the past, as well as the strategies used, and draw parallels to the current situation E. Help the person incorporate positive strategies or behaviours he or she has observed in the situation of other individuals who, despite their health problems, have succeeded in living meaningful lives 	Intervention	<p>Exercises: Identify 3 good things a day</p> <p>VIA-IS online (Value in Action Inventory of Strengths)</p> <p>Exercise: Take an inventory of personal strengths: (1) personal qualities (2) skills (3) environment (4) interests and aspirations</p> <p>Guide containing exploratory questions (<i>e.g. Have you ever faced difficult situations in the past? What strategies helped you at that time?</i>)</p> <p>Resilience mentor/Peer helper</p>
	1.3 Assist the person in recognizing and nurturing positive emotions	Individual and/or group meeting	<ul style="list-style-type: none"> A. Plan exercises and activities that foster positive emotions and states of mind (e.g. pleasure, highlighting talents and skills, feeling of competence, etc.) B. Support the person in developing a compassionate, open-minded and non-judgmental attitude toward him- or herself and others C. Evaluate the person's satisfaction with his or her life balance and plan activities in relation to this 	Evaluation and intervention	<p>Weekly action plan</p> <p>Exercises: Have the person identify aspects of his or her life for which he or she feels grateful, and savour the moment and the positive emotions</p> <p>ACT exercises and the mindfulness approach</p> <p>Life Balance Inventory</p>

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<p>2. Support the person in accepting his or her symptoms, health condition and the related events</p>	<p>2.1 Foster coherence between the person's understanding of his or her health condition, return-to-work process and life plans</p>	<p>Individual and/or group meeting</p> <p>Telephone contact or meeting with the person's family members, clinicians and/or (stakeholders in the return-to-work process)</p>	<p>A. Assist the person in developing an appropriate understanding of his or her health condition and return-to-work process, in light of his or her needs and/or questions, through exposure to different situations and education on various subjects, including:</p> <ul style="list-style-type: none"> ○ Symptoms felt and their significance ○ Health conditions (diagnosis, causes, prognosis and expectations of recovery) ○ Health lifestyle (sleep, eating habits, exercise) ○ Rehabilitation and return-to-work process ○ Work as a means of rehabilitation <p>B. Guide the person toward the appropriate resources to obtain answers to his or her questions (doctor, insurer, employer) and support him or her in this process</p> <p>C. Coordinate with the clinicians, family members and stakeholders involved in the process to ensure coherent dialogue with the person</p>	<p>Intervention</p>	<p>Educational materials</p>
	<p>2.2 Foster mindfulness in the person</p>	<p>Individual and/or group meeting</p>	<p>A. Raise the person's awareness of the benefits of mindfulness</p> <p>B. Help the person identify activities for practicing mindfulness</p> <p>C. Draw up a plan for practicing the activities chosen and do follow-up</p>	<p>Intervention</p>	<p>Meditation, techniques for breathing and staying in the here and now through the senses, relaxation, relaxation, cardiac coherence and intentional activities (communion, mindfulness, contribution, creativity and contemplation)</p> <p>Meditation recordings, e.g. of compassion, mindfulness. Mobile applications: Headspace, Petit Bambou, Namatata</p>

Specific Objectives	Sub-objectives	Activities	Tasks	Components	Examples of Resources
2. Support the person in accepting his or her symptoms, health condition and the related events	2.3 Encourage the person to find meaning in his or her return-to-work process and life	Individual and/or group meeting	<ul style="list-style-type: none"> A. Evaluate the person’s needs in relation to the search for meaning in his or her return-to-work process and life B. Review the history of the person’s disability period and his or her work history together, while supporting his or her search for meaning C. Discuss different ways of finding meaning in his or her life D. Help the person identify meaningful aspects of work (general and specific to his or her job) and possible strategies for developing them E. Help the person identify and plan activities that enable him or her to contribute, and to feel useful and connected to other people F. Discuss difficult situations that the person has succeeded in overcoming in the past, specifying the opportunities/learning experiences that emerged from these situations G. Help the person see the current situation as a learning experience or opportunity H. Explore together the connection between his or her past experiences, current events and his or her future 	Evaluation and intervention	<p>The Meaning in Life Questionnaire (MLQ)</p> <p>McGill Illness Narrative Interview (MINI)</p> <p>Guide containing exploratory questions (<i>e.g. What does being on sick leave mean to you? What are the implications of your health condition for your future life? What lessons could be learned or opportunities could emerge from the situation?</i>)</p> <p>“Donner un sens au travail” document (Morin, 2009)</p> <p>Altruistic gestures exercise</p> <p>“Open door” exercises</p>
3. Support the person in persevering toward his or her goals	3.1 Encourage the person to take an active role in his or her recovery and return-to-work process	Individual and/or group meeting	<ul style="list-style-type: none"> A. Establish the respective roles and responsibilities of both the person and the rehabilitation team B. Teach the person about the transient nature of emotions and thoughts in order to cast their variability in a normal light C. Help the person distinguish between areas where control is possible (<i>e.g. goals and actions</i>) and those where it is not (<i>e.g. other people’s reactions and external events</i>) 	Intervention	Shared Decision Making Model for Work Rehabilitation Programs

Specific Objectives	Sub-objectives	Activities	Tasks	Components	Examples of Resources
<p>3. Support the person in persevering toward his or her goals</p>	<p>3.2 Encourage the person to take actions that will bring him or her closer to achieving his or her goals</p>	<p>Individual and/or group meeting</p>	<p>A. Help the person self-evaluate to determine whether his or her actions bring him closer to or further away from his or her goals</p> <p>B. Work with the person to plan, on a weekly basis, activities that will help him or her move closer to his or her goals</p>	<p>Intervention</p>	<p>The tree exercise (<i>help the person see what he or she is already doing to move closer to what is important to him or her</i>)</p> <p>Weekly action plan</p> <p>Reflective exercise on (1) actions for moving closer to or further away from what is important to him or her and (2) the short-, medium- and long-term consequences of the actions taken</p>
	<p>3.3 Assist the person in making flexible use of effective adaptation strategies</p>	<p>Individual and/or group meeting</p> <p>Support in the workplace</p> <p>Telephone contact</p>	<p>A. Facilitate the learning of a variety of adaptation strategies (problem solving, planning, managing daily objectives, emotions, limitations, strategies for taking care of oneself, etc.)</p> <p>B. Teach the importance of flexibility when using adaptation strategies (analysis of the situation, awareness of his or her goals, and strategies to prioritize, depending on the control the person has over the situation)</p> <p>C. Assist the person in choosing, evaluating and adjusting strategies that are adapted to his or her situation, and assess his or her feeling of self-efficacy in using them</p> <p>D. Work with the person to draw up a plan for maintaining these strategies by taking stock of what has been learned in rehabilitation, his or her internal resources, as well as possible strategies for maintaining and developing them</p> <p>E. Monitor the person's ability to maintain the strategies and mobilize resources during his or her return to work and efforts to stay at work</p>	<p>Intervention and maintenance</p>	<p>Educational materials</p> <p>Written maintenance plan</p>

Specific objectives	Activities	Tasks	Components	Examples of Resources
<p>4. Foster a positive perception of social support during his or her absence, return to work and efforts to stay at work</p>	<p>Individual and/or group meeting</p> <p>Telephone contact or meeting with the person's family members, clinicians and/or stakeholders in the return-to-work process</p>	<p>A. Support the person in identifying his or her needs for different types of social support:</p> <ul style="list-style-type: none"> ○ Emotional (e.g. active listening by and empathy from family members) ○ Informational (e.g. information or advice that allows the person to better understand or manage a situation) ○ Tangible (e.g. physical and/or concrete aid, such as a work task performed by a co-worker) ○ Camaraderie (e.g. possibility of sharing an interest or activity with another person, of belonging to a group) ○ Appreciative (e.g. feedback and recognition from family members and the employer) <p>B. Help the person identify the current resources available in his or her family, friend, and community networks and the healthcare and work networks, as well as those that need to be developed in light of his or her needs</p> <p>C. Assist the person in formulating requests for support and in accepting the help offered</p> <p>D. Help the person identify and participate in situations where he or she is able to offer support to other people</p> <p>E. Help the person plan activities/meetings with other people with whom he or she has positive social interactions</p>	<p>Evaluation and intervention</p>	<p>Social Provisions Scale</p> <p>Guide containing exploratory questions (<i>e.g. Are you currently satisfied with the support you are receiving from those around you? Have you been in contact with one or more co-workers since you went on sick leave? Do you have people around you with whom you currently have positive relationships?</i>)</p> <p>Weekly action plan</p>