

# Lessons from implementing an Alberta-wide train-the-trainer approach for scaling-up evidence-based healthy youth relationships programs in schools and communities

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April 27, 2022

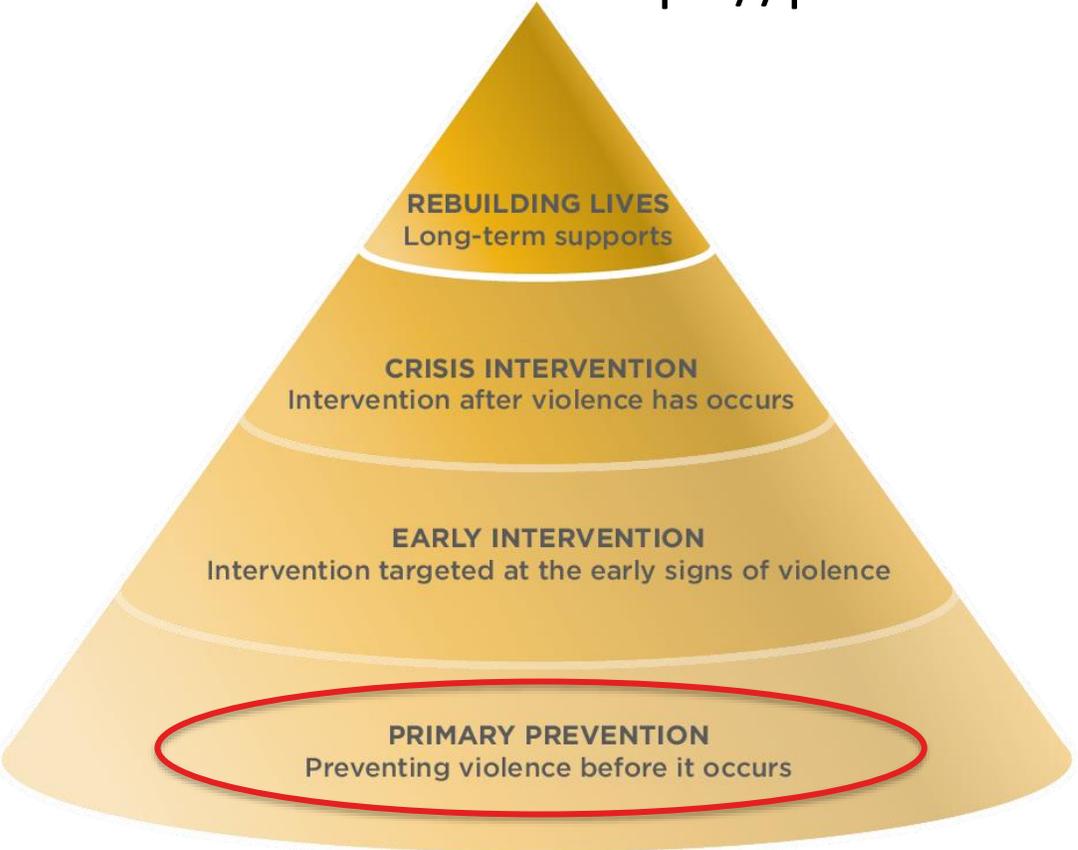
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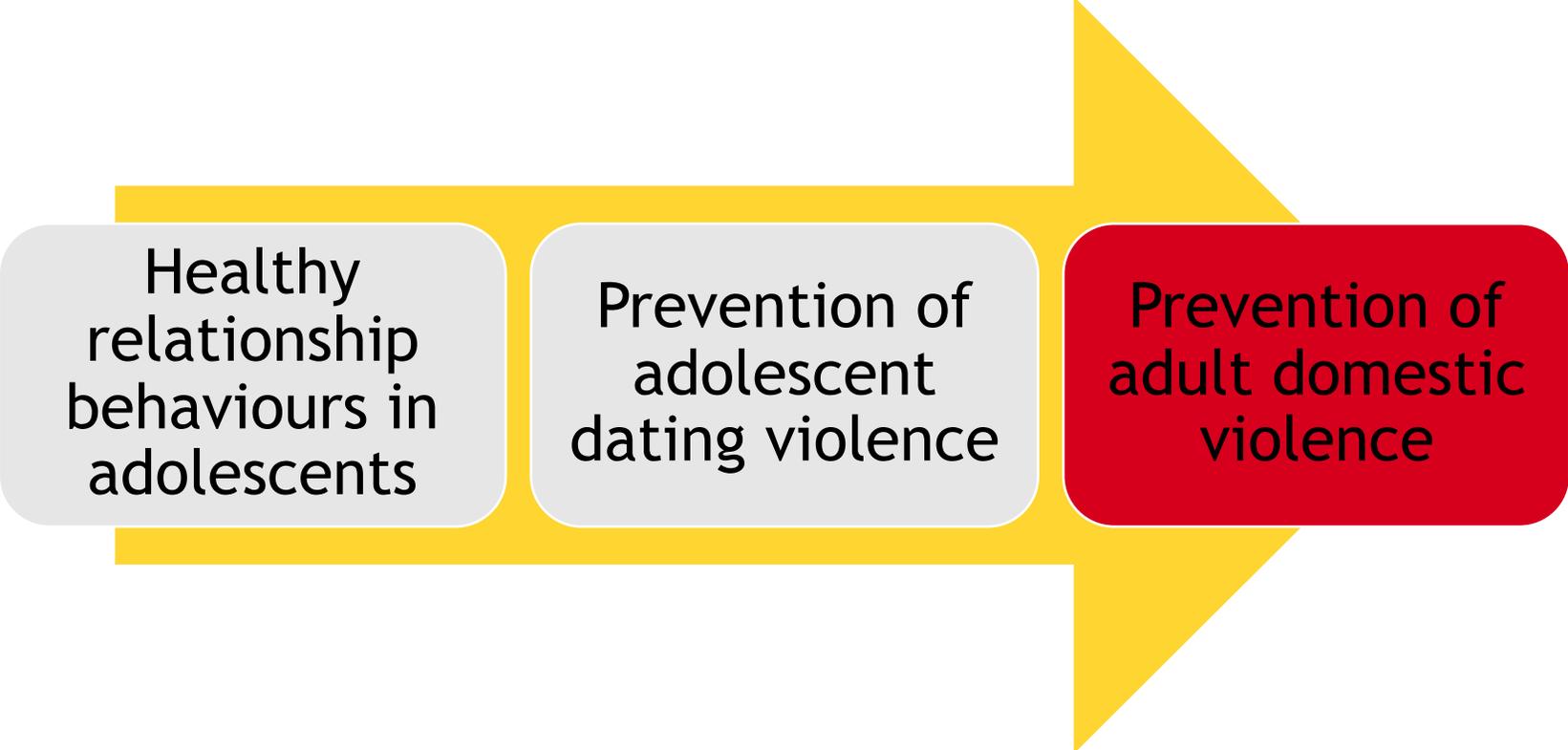
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# Shift: The Project to End Domestic Violence

Website:

<https://preventdomesticviolence.ca/>





Healthy  
relationship  
behaviours in  
adolescents

Prevention of  
adolescent  
dating violence

Prevention of  
adult domestic  
violence



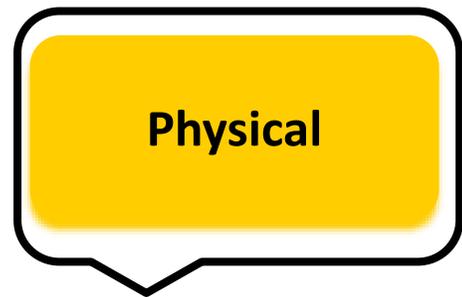
# What is Adolescent Dating Violence (ADV)?

Aggressive, threatening, and/or manipulative behaviour occurring in adolescent romantic and sexual relationships.

Source: PREVNet (n. d. a)

# How Often Does ADV Occur?

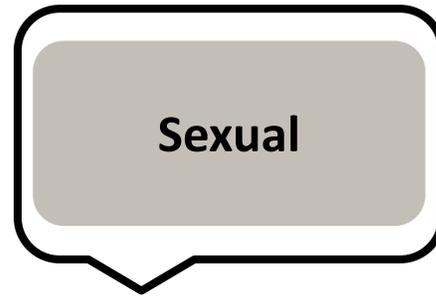
1 in 3 youth who had dated reported ADV victimization



Victimization:  
11.8%

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Perpetration:  
7.3%



Victimization:  
9% to 11%

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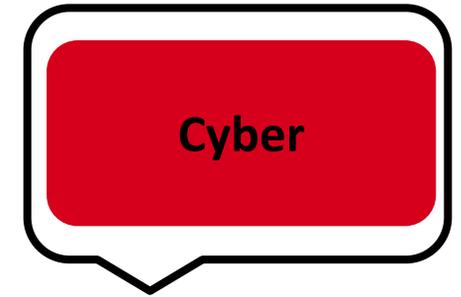
Perpetration:  
3% to 10%



Victimization:  
27.8%

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Perpetration:  
9.3%



Victimization:  
17.5%

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Perpetration:  
7.8%

Source: PREVNet (n. d. b)



Dating violence experienced during adolescence significantly increases the odds of future victimization by a romantic partner.

**Prevention is Key**

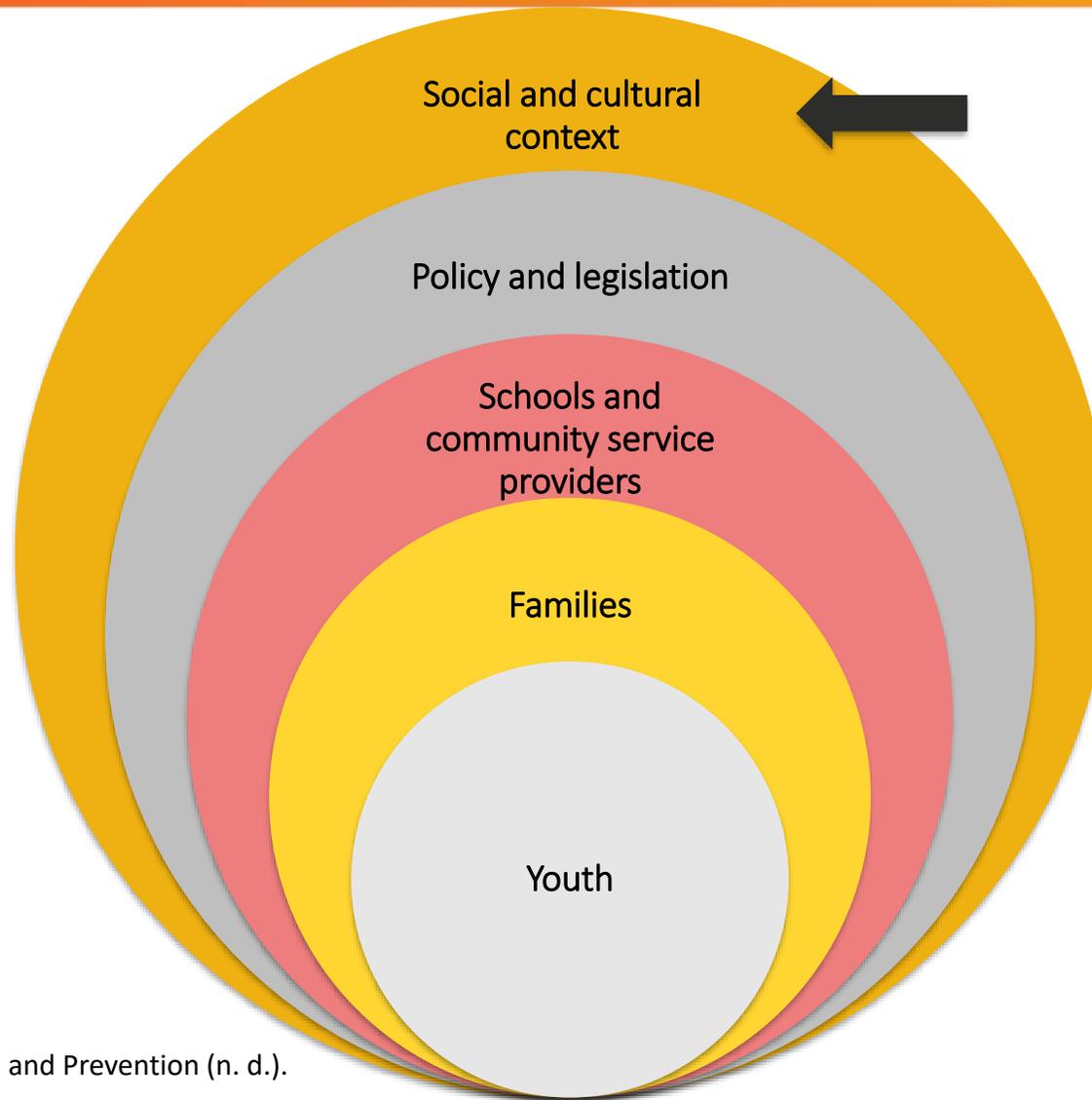


Figure adapted from: Centers for Disease Control and Prevention (n. d.).

## Advancing Healthy & Socially Just Schools & Communities

*Advancing Healthy & Socially Just Schools & Communities* is a program option within the *Master of Education (MEd), Interdisciplinary route*. Visit the [Master of Education, Interdisciplinary Route](#) page for complete MEd details.

Expand all

Collapse all

### Overview

#### Award-Winning Topic!

The University of Calgary Provost and Vice President (Academic) honoured this program in 2017 with The University of Calgary Curriculum Development Award.

This graduate four-course program is designed to assist educators, social workers, health care providers, and other community service workers in developing the knowledge, skills and confidence necessary to develop and support healthy and socially just learning environments inside and outside of formal school settings for all young people, regardless of race, creed, ancestry, ability, color, sexual orientation, or gender identity. Ensuring that learning environments are safe and socially just is important for the promotion of healthy behavior, social-emotional maturity, and resiliency skills. Increasing the capacity of those in the caring professions to help youth develop healthy relationships and positive social-emotional skills is a key factor for reducing rates of bullying, dating violence, and ultimately family violence. Participants will analyze current trends in school, family and cultural violence and assess comprehensive school violence prevention practices, policies, supports, and resources relevant to the Alberta context. The overall goal of this graduate four-course program is to increase the capacity of those in the helping professions to cultivate and enable safe and socially just learning environments for youth, to build healthy relationships, and to reduce violence.

+ Program Schedule & Course Descriptions

+ Have Questions?

# Influencing Social and Cultural Contexts



## Advancing Healthy Youth Relationships & Social Justice

Faculty of Social Work and Werklund School of Education students: come together to promote social justice in schools and communities and discuss ways to prevent teen dating violence

Register for this 2-part series at:

<https://healthyyouthrelationships2019.eventbrite.ca>



Wednesday January 30, 2019  
and  
Wednesday February 6, 2019



1:00 pm - 4:30 pm both days



Hotel Alma (The Senate Room), University of Calgary

- **FREE event for undergraduate and graduate students in the Faculty of Social Work and Werklund School of Education**
- **Attendance at both events is requested**
- **Certificate provided**
- **A \$20 refundable commitment fee is requested at registration**



The screenshot shows the UToday website interface. At the top, there are navigation links for Home, Future Students, Current Students, Alumni, Community, Faculty & Staff, IT, HR, MY U OF C, CONTACTS, and a search bar. The main header features a large image of a snowy campus scene with the University of Calgary logo. Below the header is a red navigation bar with links for HOME, ABOUT UTODAY, CONTACT UTODAY, and EVENTS. The main content area displays a news alert sign-up form on the left and a news article on the right. The article is titled 'New Werklund School course creates capacity for future teachers to champion health' and is dated January 5, 2017. Below the article is a photo of students at a conference and a section for 'UToday Archives' with a link to a December 7, 2018 article.

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### In This Issue

New Werklund School course creates capacity for future teachers to champion health

Social Work researcher tells UN convention men and boys are the key to domestic violence prevention

[Return to UToday issue...](#)

### UToday Archives

[December 7, 2018](#)

UToday Archives

December 7, 2018

### New Werklund School course creates capacity for future teachers to champion health

All Bachelor of Education students required to take first-in-Canada course on wellness starting in 2018

By Clayton MacGillivray, Werklund School of Education January 5, 2017



Werklund School students at the University of Calgary discuss wellness approaches with community partners at the 2016 Health Champions Conference.

Plans for improving the health of students often begin and end with recommendations for the removal of junk food from school vending machines, and more physical education. But Shelly Russell Mayhew says well-being is much more than simply cutting out snacks and being active, which is why the Werklund School of Education at the University of Calgary has introduced a one-of-its-kind Comprehensive School Health (CSH) course for pre-service teachers.



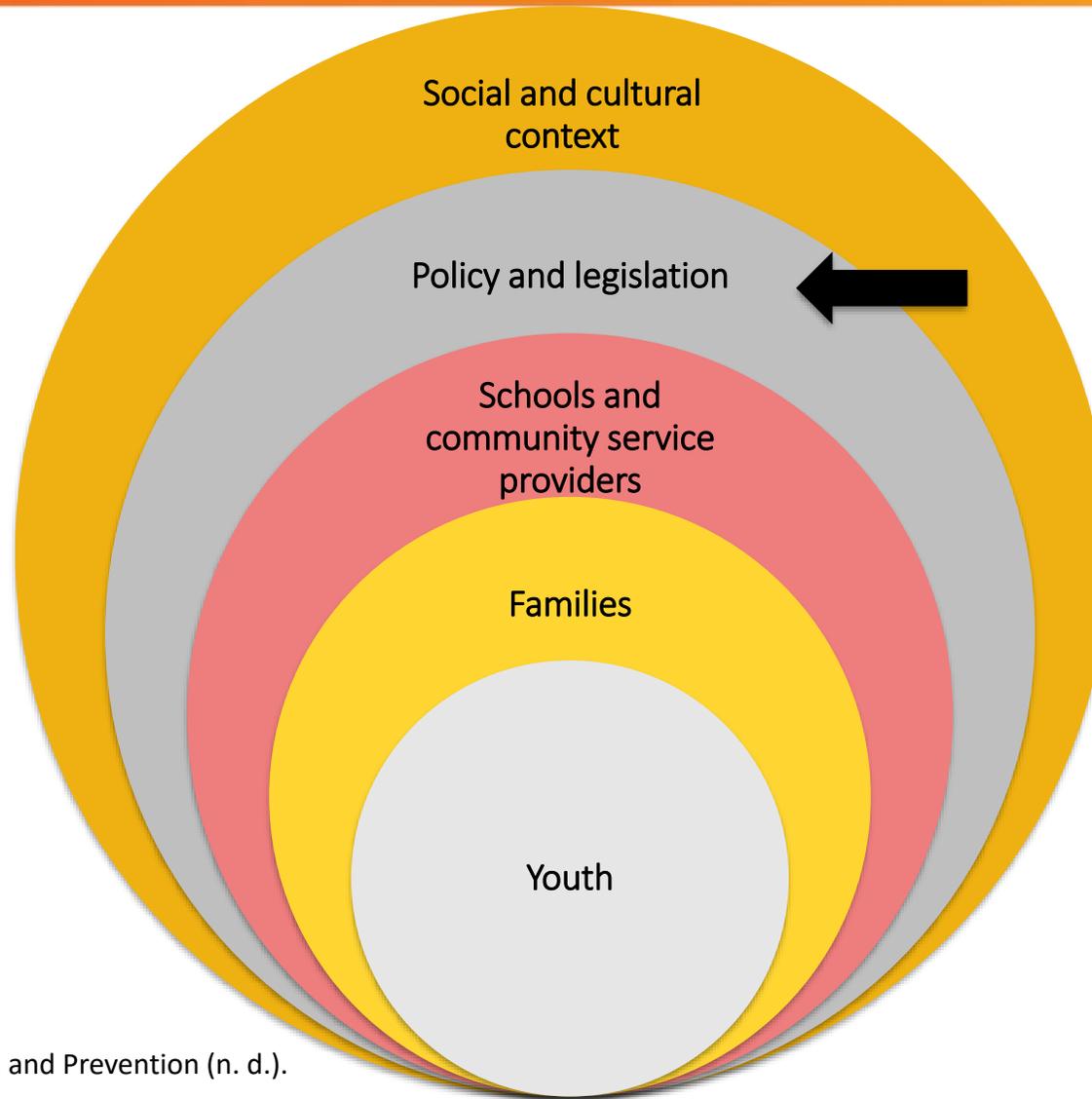


Figure adapted from: Centers for Disease Control and Prevention (n. d.).



## Submission to the Government of Alberta's Ministry of Children's Services to Improve the Well-being of Alberta Children and Youth

Shift: The Project to End Domestic Violence

Submitted by: Professor Lana Wells, Dr. Anya Litviniuc, Lianne Lee

### The purpose of this submission

To provide the Ministry of Children's Services with evidence-based policy recommendations to mitigate the impacts of the Covid-19 pandemic on the social, mental, physical, and educational well-being of Alberta children and youth.

### About Shift: The Project to End Domestic Violence

The purpose of [Shift: The Project to End Domestic Violence](#) (Faculty of Social Work, University of Calgary) is to empower others to create the social conditions that will stop domestic violence before it starts. We conduct research that informs primary prevention practices, programs, policies, and legislation; and we partner with other researchers and academics, policy-makers, community-leaders, not-for-profit organizations, community-based organizations and collectives to translate knowledge and build capacity to implement and evaluate effective primary prevention solutions. Areas of focus for Shift include engaging men and boys in violence prevention and gender equality; building the capacity of informal supports to promote healthy relationships and respond to violence; promoting transformative approaches to sexual violence; and preventing adolescent dating violence and promoting healthy youth relationships. Shift's mandate, principles, and goals directly align with the Child and Youth Well-Being Review's priority on strengthening the social, mental, physical, and educational well-being of children and youth in Alberta.

### Preventing family, domestic, and sexual violence to improve the well-being of Alberta children and youth

Family, domestic, and sexual violence are complex, pervasive, connected to other forms of violence, and socially and economically costly.<sup>i,ii</sup> The Covid-19 pandemic has exacerbated the causes and impacts of these forms of violence, which has produced what researchers call a "pandemic within pandemic"<sup>iii</sup> or a "shadow pandemic"<sup>iv</sup> of family, domestic, and sexual violence – and Alberta children and youth have carried a heavy burden of risk and experienced serious negative consequences.

Due to Covid-19, many parents and guardians were more likely to be stressed by job losses, decreased incomes, and the burden of added domestic work and care responsibilities, which increased the risk of violent behaviours in the home.<sup>v</sup> At the same time, the mandated reporters who could notice the risk signs and prevent violence, such as teachers, childcare providers, and

## Provincial Curriculum Development



Alberta Education is reviewing and updating the curriculum, which outlines what students are expected to learn from kindergarten through Grade 12.

An online survey is now open to offer an opportunity for Albertans to provide feedback on the general direction for the development of all future provincial curriculum, as well as the strengths and gaps of our current curriculum.

The survey will remain open until November 18, 2016.

Access the survey at: <http://curriculumsurvey.alberta.ca>

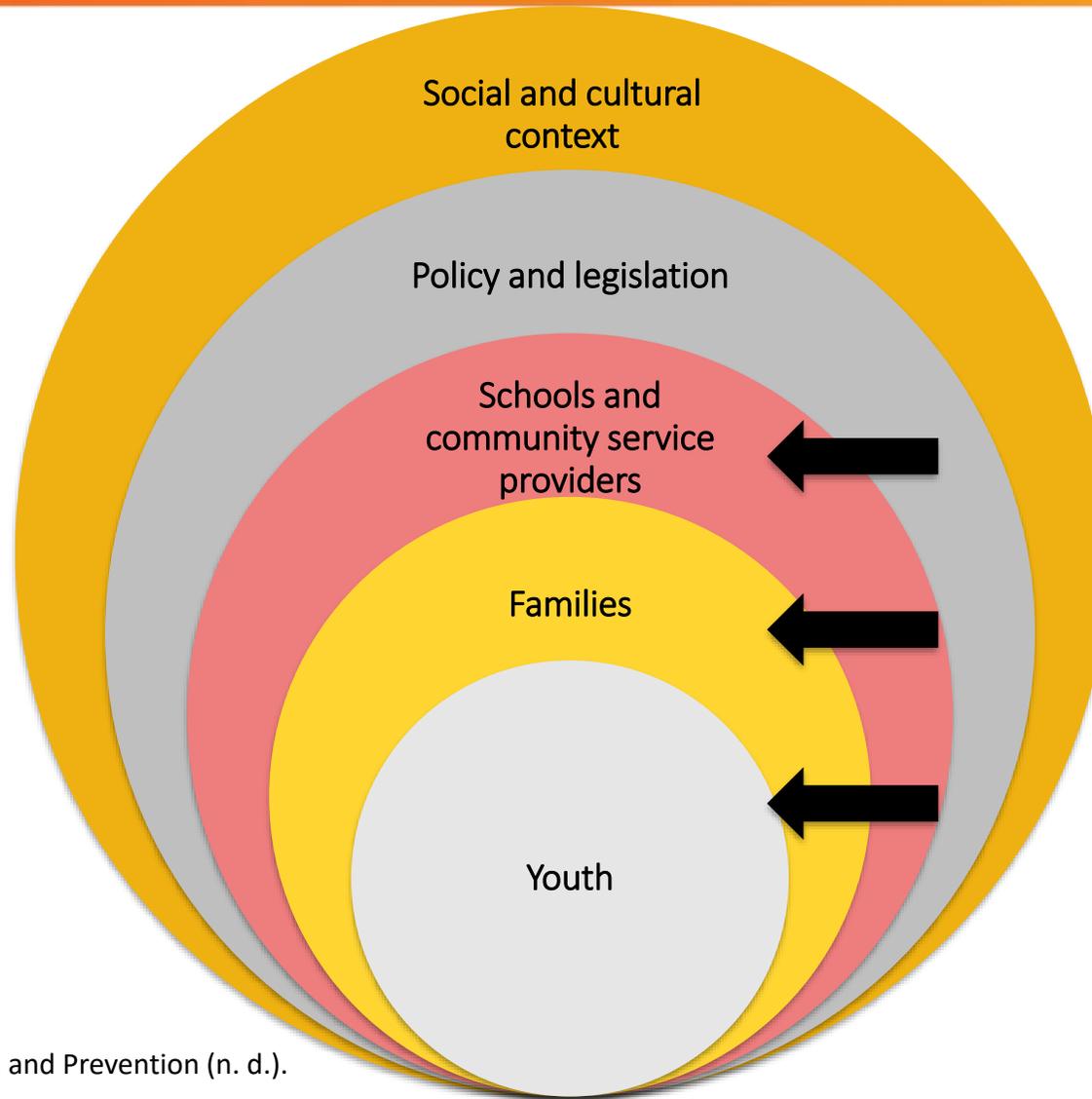


Figure adapted from: Centers for Disease Control and Prevention (n. d.).

# Supporting Communities, Schools, and Families

Cultivate healthy relationships skills in youth via **evidence-based** programming in **schools** and **community** based programs

The Fourth R Program  
- Western University

Healthy Relationships Plus Program (HRPP)  
- Western University

Healthy Relationships Training Module (HRTM)  
- PREVNet

# Pilot the Fourth R Resources for Parents

## Homework Assignments

- Topics and skills taught in class are reinforced with trusted adult
- Max of 2 assignments per unit

## Online Modules

- Parents receive more information about the *Fourth R*
- Offers suggestions and scenarios for communications with their teen

## Face-to-Face Workshops

- Extends online modules
- Greater skill development with the guidance of a *Fourth R* trainer

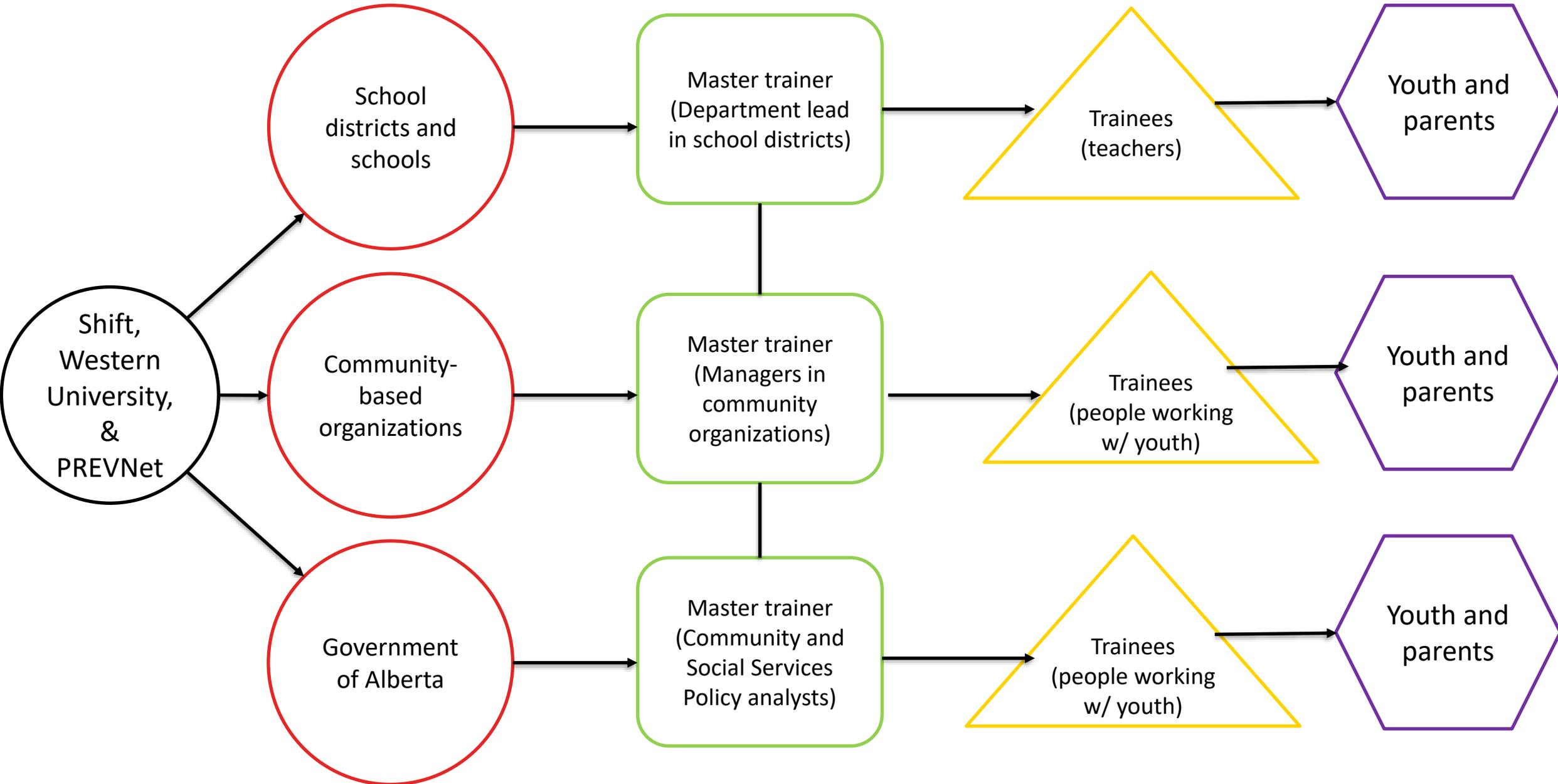


## Question

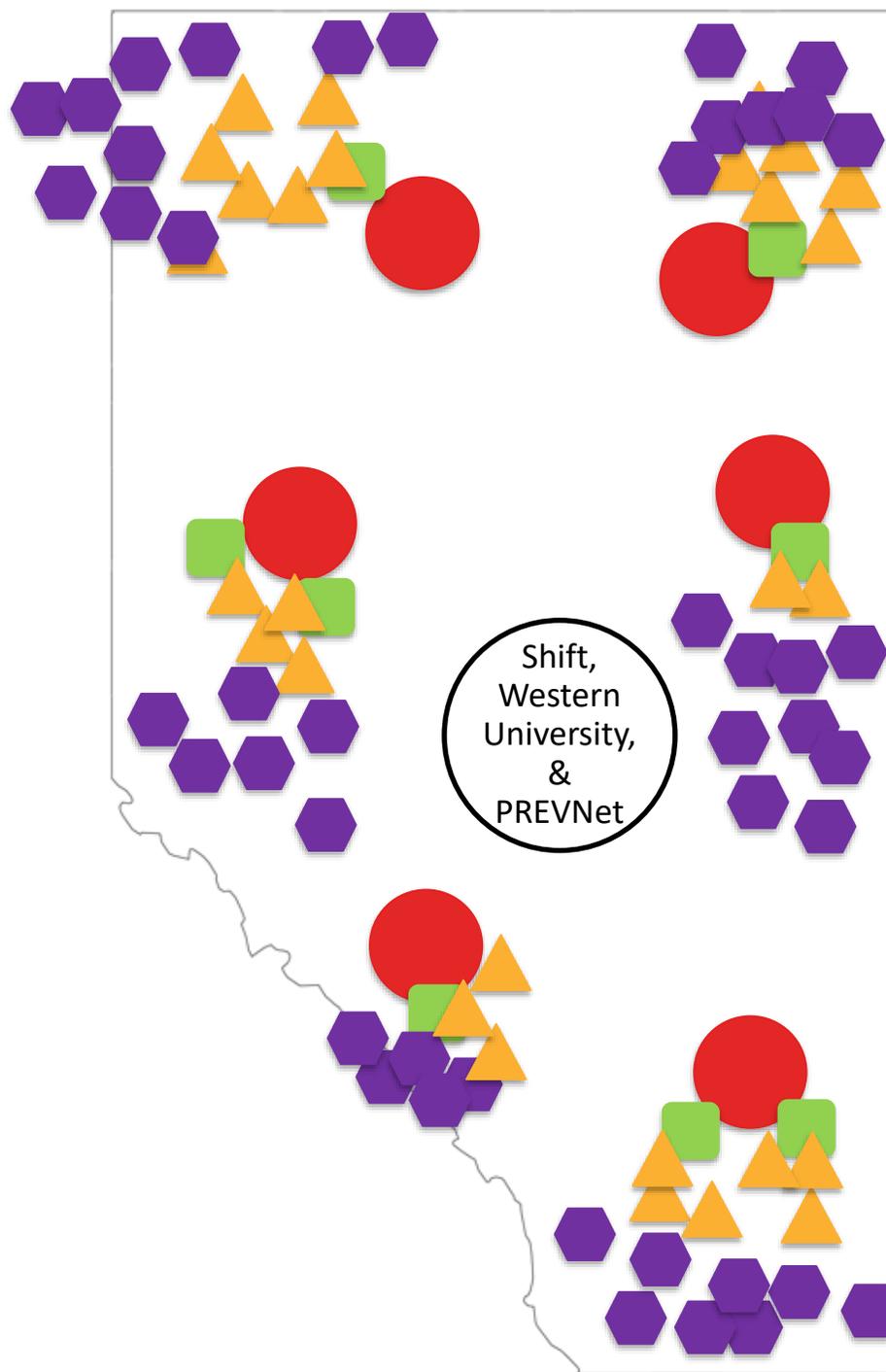
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- Have you heard of the Fourth R, HRPP, and/or HRTM programs before?
- Have you implemented the Fourth R, HRPP, and/or HRTM programs before?

# Structure of the Cascading Train-the-Trainer Model



# Simple Visualization of the Cascading Train-the-Trainer Model



● School districts/schools  
● Community organizations  
● Government of Alberta

■ Master trainer cohort  
(Department leads and  
managers)

▲ Trainees  
(Teachers and people  
working with youth)

■ Youth and parents

# Process



**Institutional support**

**Master training/certification**

**Coordinate trainings**

**Facilitating trainings**

**Evaluation and knowledge translation**

**Funding**

## Master Trainer Cohort

- Master Trainer certification for Fourth R, HRPP, and HRTM.
- Met twice a year as a cohort.
- Received administrative support from Shift.
- Where appropriate, organizations and/or Master Trainers were compensated for their time and expertise.



## Facilitate Trainings

- No cost to Master Trainers, schools and community organizations, and teachers and people working with youth.
- Training materials were mailed directly to the school/community location.
- Teachers and people working with youth received ongoing technical and content support from Master Trainers and Shift.



# Evaluation and Knowledge Translation

- Pre- and post-training surveys.
- Teacher, professional, parent, and youth counts/reach.
- Implementation surveys.
- AHYR Provincial Director monthly reports.
- Annual surveys and interviews with Master Trainers.





## Successes

- Partnerships
- Master trainer cohort
- Capacity-building for parents
- Scaling-up evidence-based healthy youth relationships programs

# Reach of Shift's Alberta Healthy Youth Relationships Strategy (2013-2018)

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## Fourth R

- **42** schools divisions and **317** schools
- **1600** teachers trained
- Over **83,000** grade 7-9 students reached

## Healthy Relationship Plus Program (HRPP)

- **828** facilitators trained
- Over **18,000** youth reached

## Healthy Relationship Training Model (HRTM)

- **813** adults (who work with youth) trained



# Lessons Learned

**Influence school climate to improve teachers' implementation fidelity**

**Deepen engagement with the Ministry of Education**

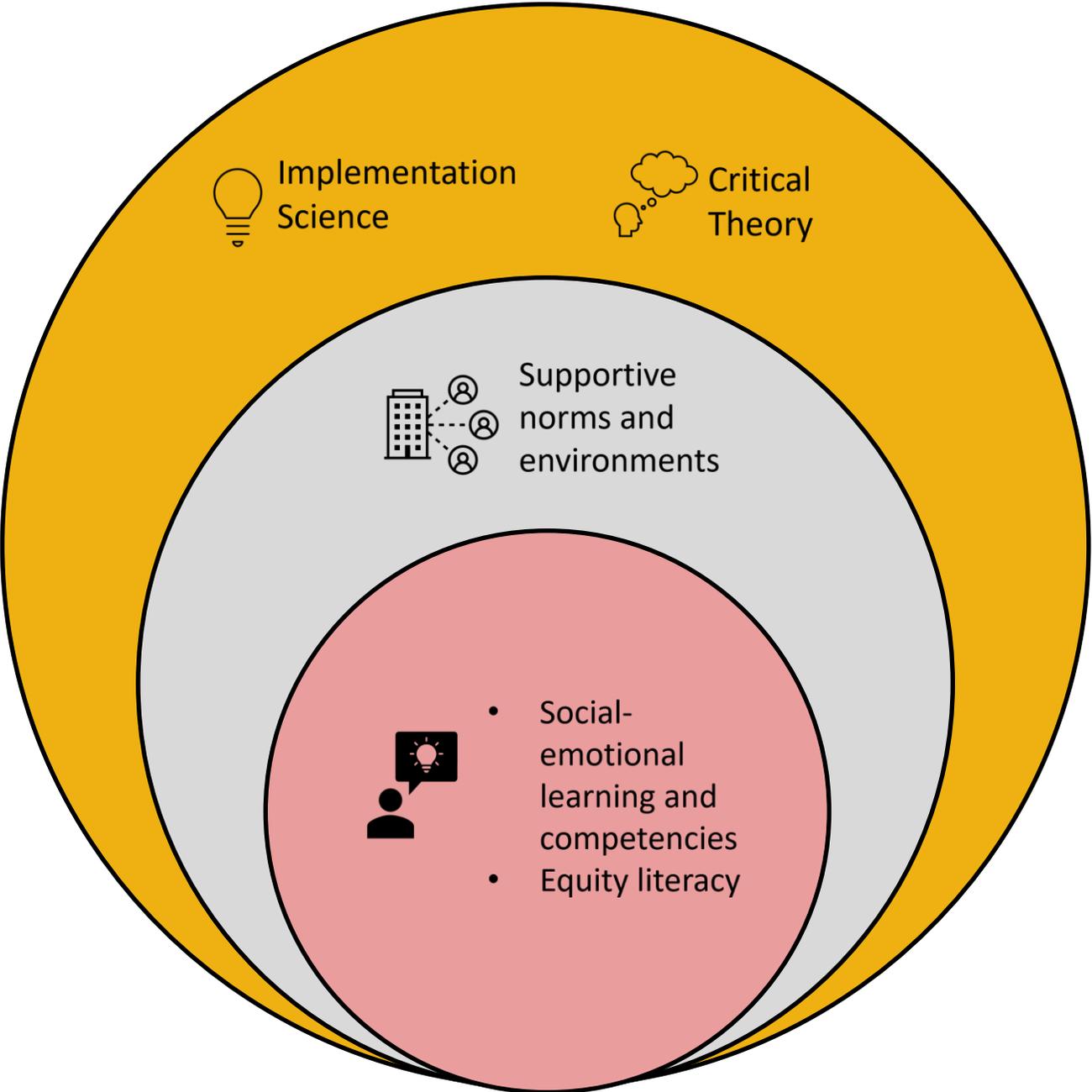
**Need to focus on high-quality implementation of evidence-based programs and support appropriate adaptation**

**Engage primary caregivers where they naturally go**

**Continue to explore how best to facilitate systems-change**

**Programs that target youth, alone, are not enough**

# How to use what we've learned



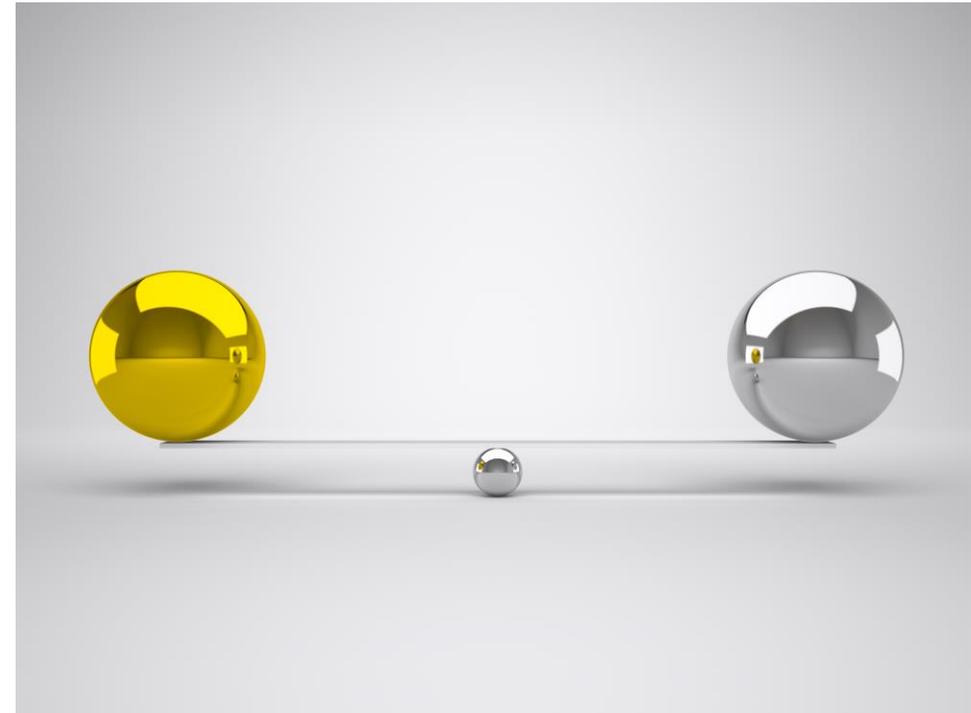
- Implementation science focuses on Understanding how to implement programs effectively.

**Effective program + Effective implementation =  
Increased likelihood of socially significant outcomes**

Source: Bauer et al. (2015)

Understanding how our power, privilege, and inequalities are baked into our systems, structures, and social norms, which impact our life experiences.

Source: Sensoy & DiAngelo (2017).



# Supportive Norms and Environments

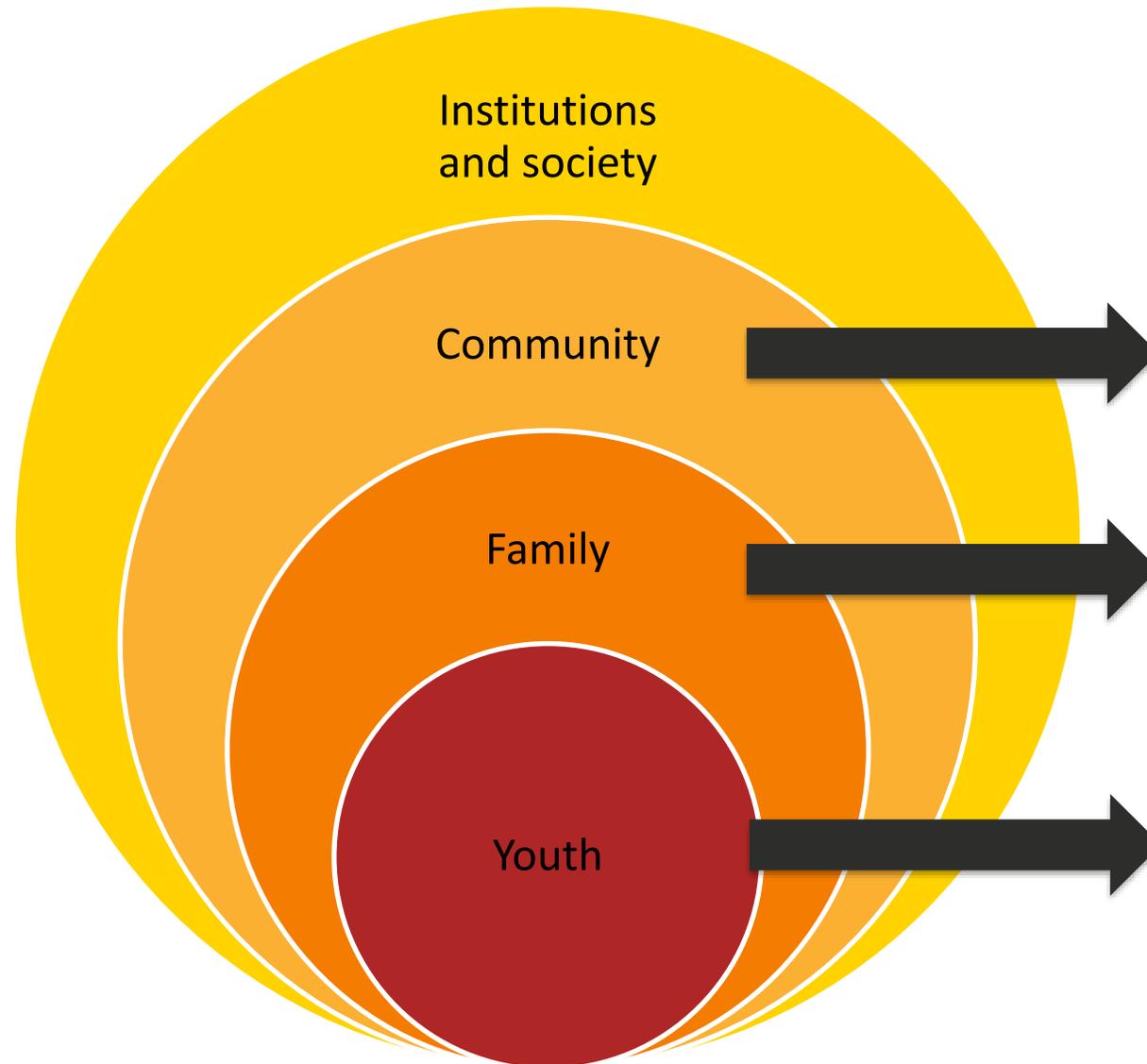
- Commitment and engagement from leadership.
- Engaging the right people.
- Making time for staff to be involved.
- Ensuring policies and procedures foster social-emotional learning.
- Robust school-community collaboration.

- Social-emotional learning and competencies in teachers, administrators, support staff, community organizations, families, and youth.
- Equity literacy means having abilities to:
  - Recognize biases and inequities.
  - Respond to biases and inequities in the immediate term.
  - Redress biases and inequities in the long term by addressing their root causes.
  - Actively cultivate equitable institutional cultures.
  - Sustain equitable institutional cultures.

**ConnectED Parents:  
An Innovative Primary  
Prevention Approach  
to Engage Primary  
Caregivers to Prevent  
Adolescent Dating  
Violence**



# Shift's Theory of Change to Reduce Adolescent Dating Violence in Calgary



Shift partners with places where primary caregivers naturally go and works with key leaders in these settings to design environments and social conditions that promote and reinforce healthy youth relationships.

Primary caregivers in these settings learn competencies that prevent ADV and teach their children healthy relationship skills.

Adolescents having the competencies required to develop and maintain healthy relationships. So that ultimately, ADV is reduced.



**CALGARY  
FOUNDATION**  
FOR COMMUNITY, FOREVER



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