Lessons and reflections on sustaining a train-the-trainer approach to promote healthy youth relationships programs in schools and communities

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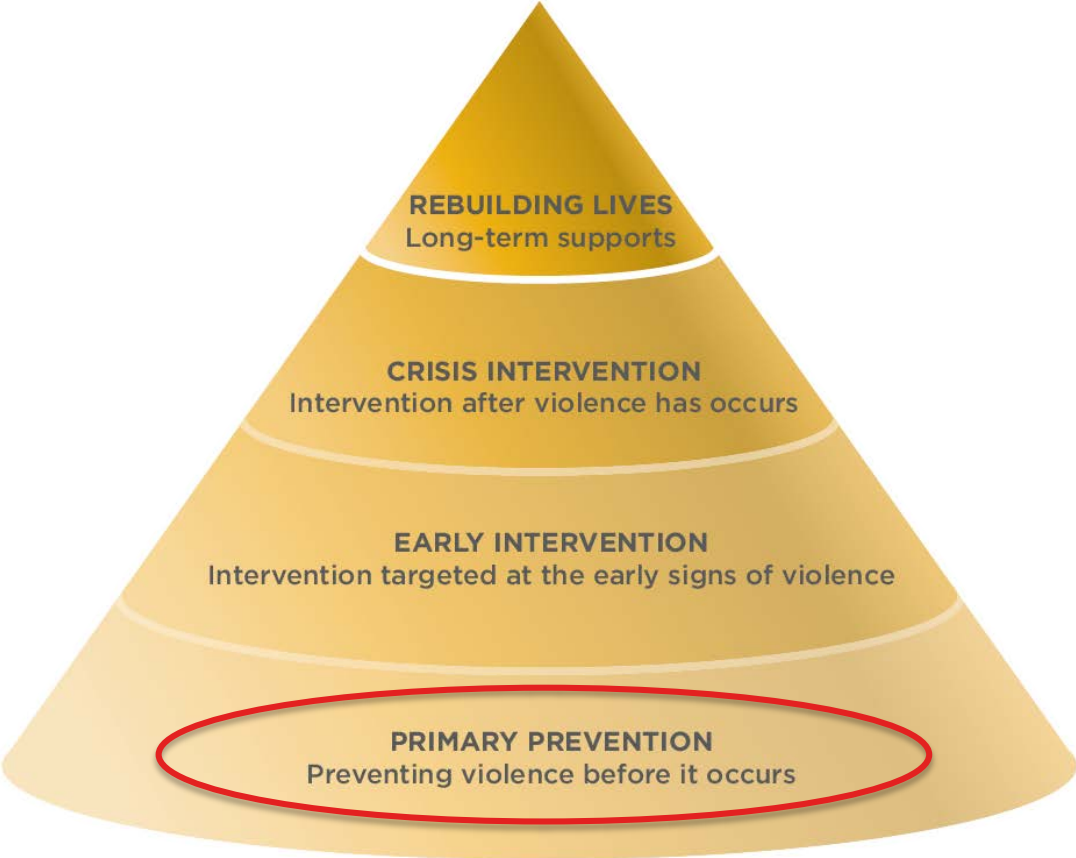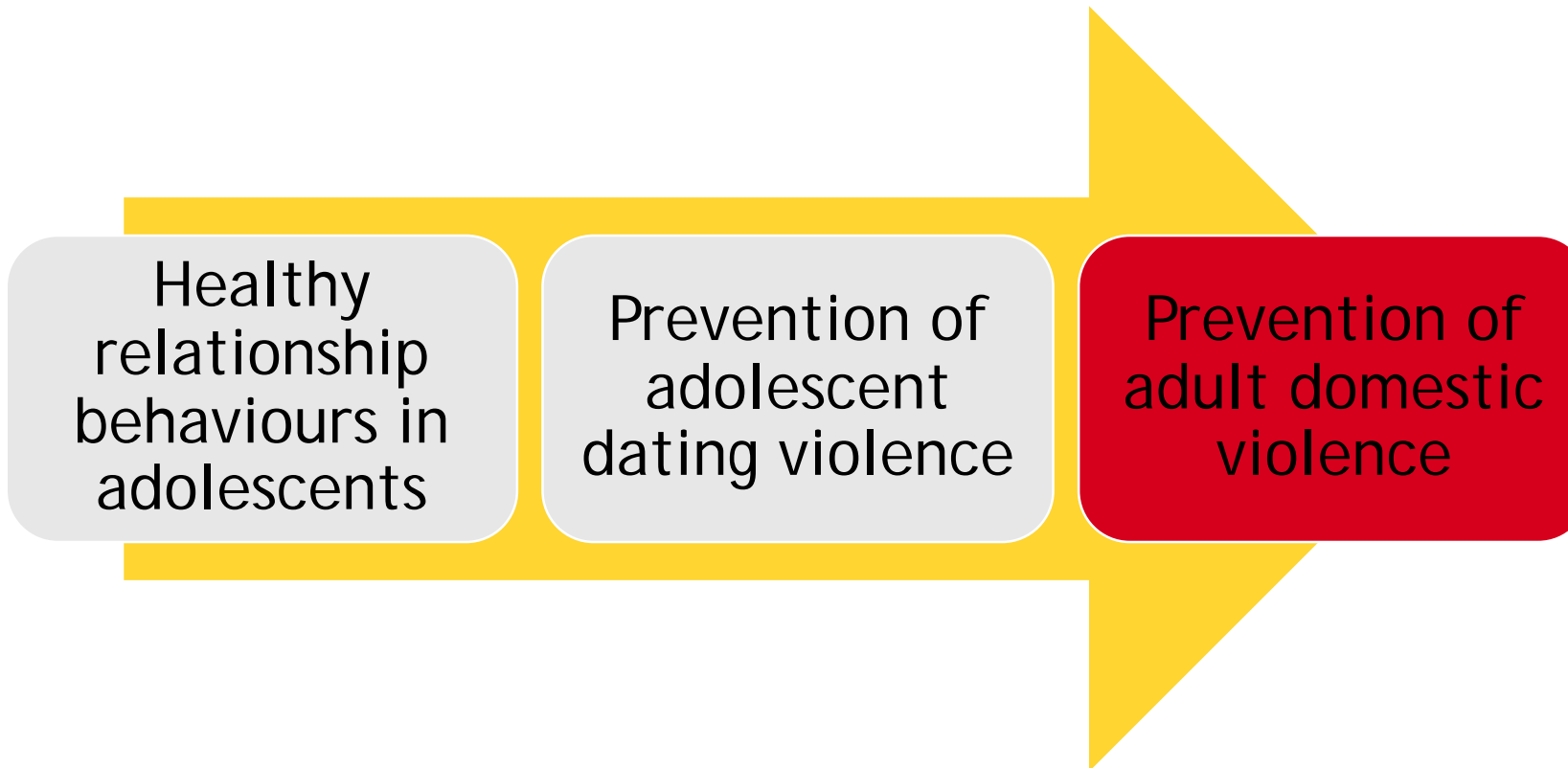
https://preventdomesticviolence.ca/

REBUILDING LIVES
Long-term supports

CRISIS INTERVENTION
Intervention after violence has occurs

EARLY INTERVENTION
Intervention targeted at the early signs of violence

PRIMARY PREVENTION
Preventing violence before it occurs

Academic / Research

Government/ Policy

Community/ Practitioner

Shift: The Project to End Domestic Violence

sh!ft
THE PROJECT TO END
DOMESTIC VIOLENCE

https://preventdomesticviolence.ca/

Healthy relationship behaviours in adolescents

Prevention of adolescent dating violence

Prevention of adult domestic violence

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

Prevention is Key

Source: Exner-Cortens, Eckenrode, & Rothman (2013).

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)
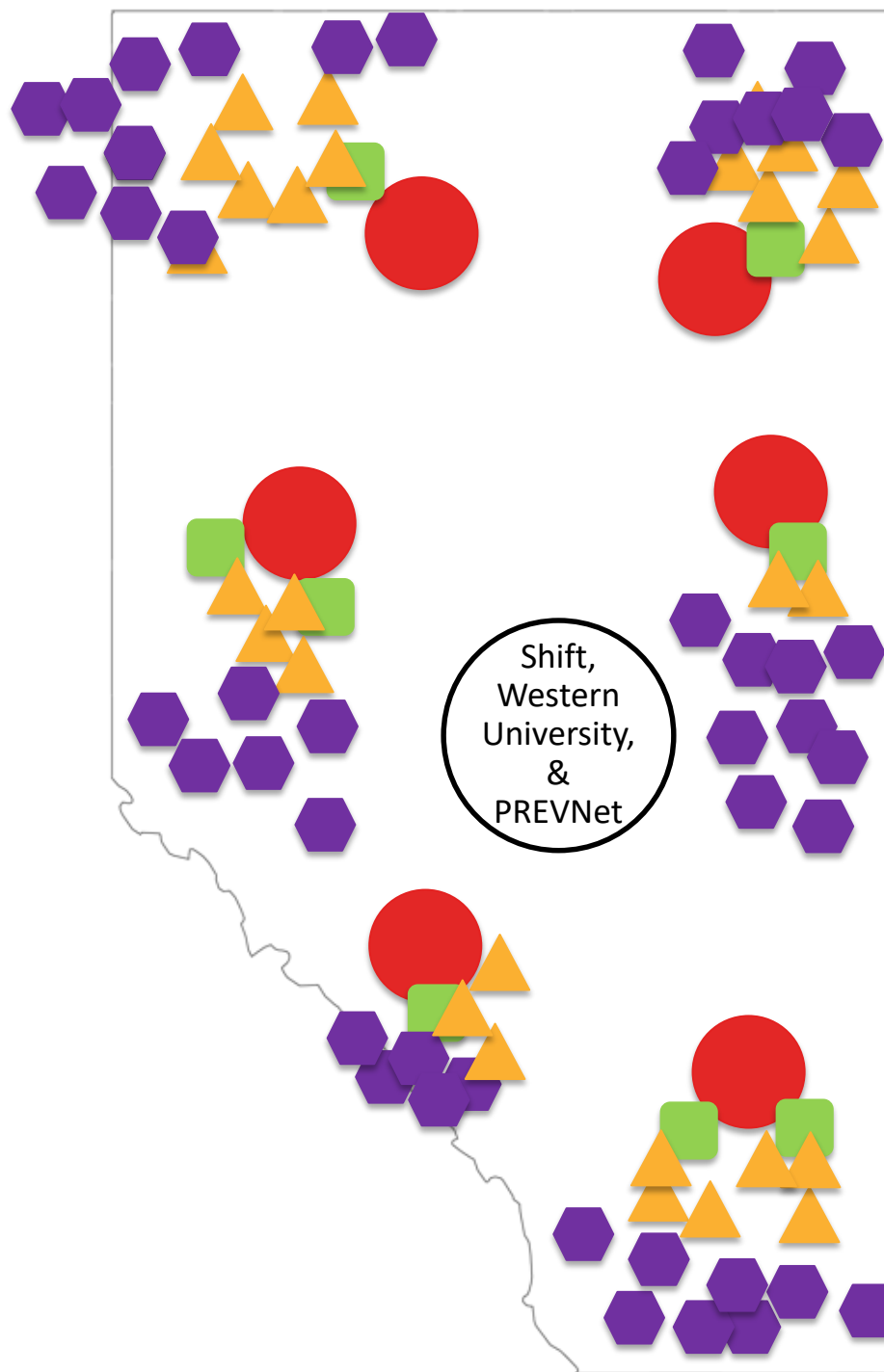- Western University

Healthy Relationships Training Module (HRTM)
- PREVNet

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DOMESTIC VIOLENCE

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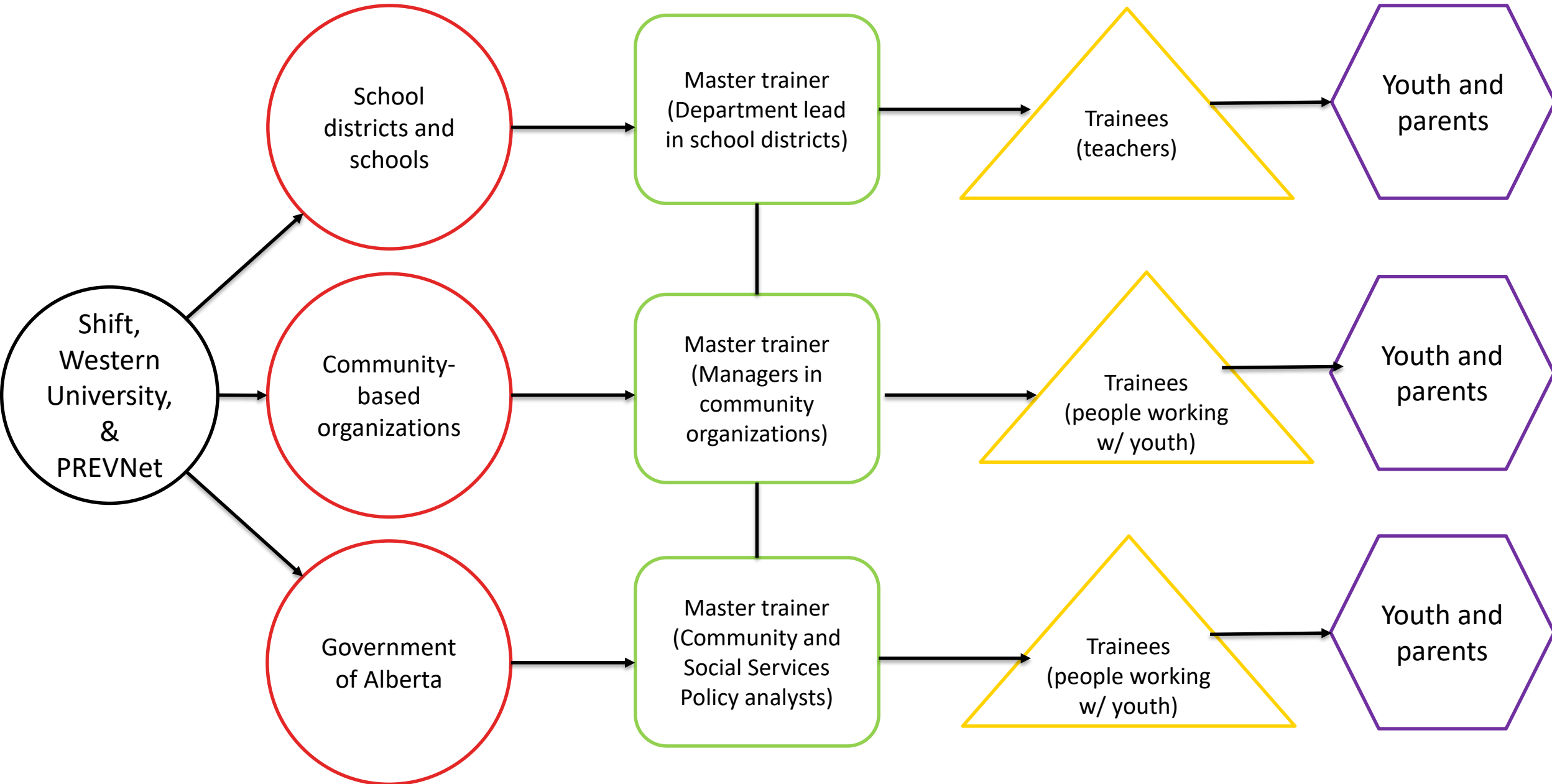
Simple Visualization of the Cascading Train-the-Trainer Model

Shift, Western University, & PREVNet

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

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

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)

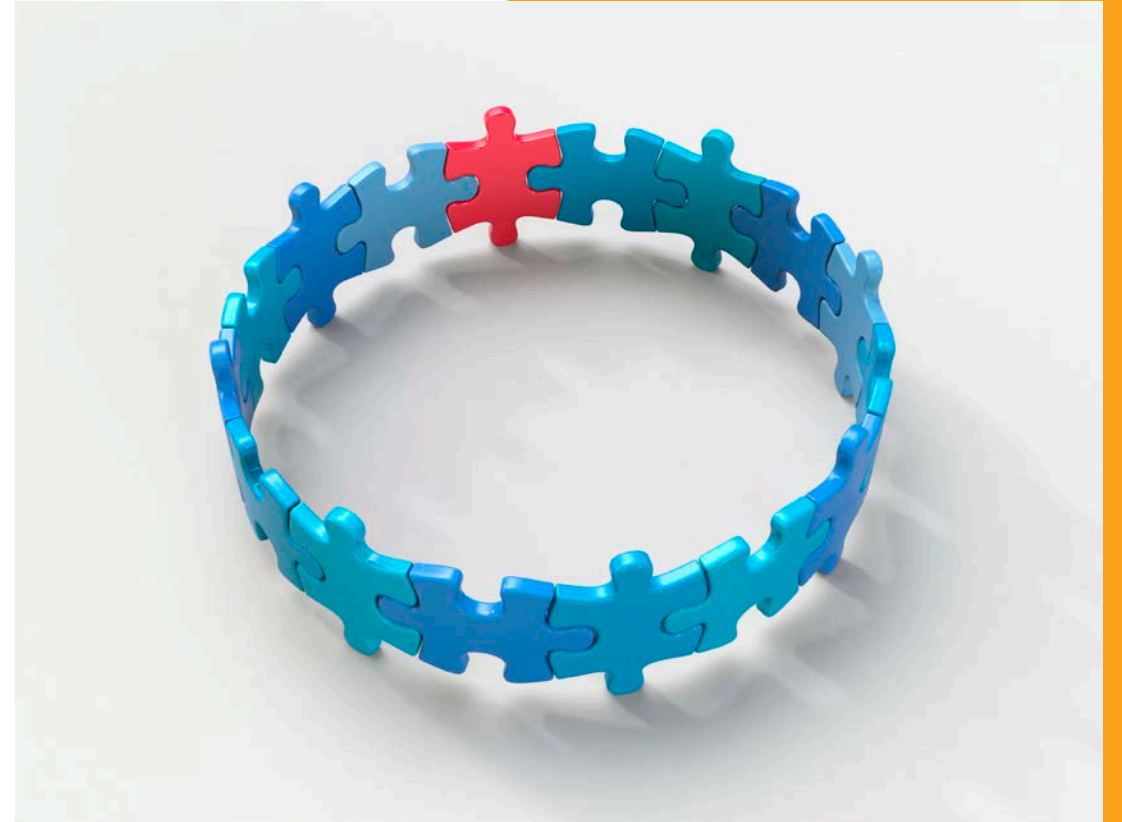— **813** adults (who work with youth) trained

Lessons and reflections for sustaining a train-the-trainer approach

Scale-up programs that work

What does sustainability look like for institutions versus grassroots organizations?

Scaling programs ≠ systems change

What does a train-the-trainer approach look like for civil society?

SHIFT TO STOP
VIOLENCE
BEFORE IT STARTS

www.preventdomesticviolence.ca
Initiated by the Brenda Stafford Chair in the Prevention of Domestic Violence

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Sustainably Challenges with Train-the Trainer Models

PREVNet Webinar- March 8, 2023

Land Acknowledgement

I would like to acknowledge that this session is occurring on the territory of the Niitsitapi, or Blackfoot, and the people of the Treaty 7 region in Southern Alberta.

I would like to recognize the Treaty 7 Nations who make their home on this land, including the Siksika, the Piikani, the Kainai, the Tsuut'ina, and the Ĩyãħé Nakoda First Nations, including the Chiniki, Bearspaw, and Wesley First Nations.

This land is also home to the Métis Nation of Alberta.

We are grateful to the people of Treaty 7 for taking such good care of this land, so that we may enjoy such abundance, and recognise that we are all treaty people.

Centre for Sexuality
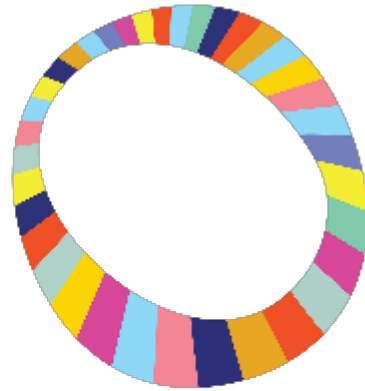
Mission:

We teach, train and advocate to support healthy bodies, healthy relationships and healthy communities.

Vision:

Sexual wellbeing for all.

What will I talk about today?

- C4S approaches to scaling- overview of our train-the-trainer models:
    - WiseGuyz
    - Relationship and Sexual Health (RSE)

- Lessons learned

- Considerations

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for Sexuality

WiseGuyz is an award winning, evidence-informed program designed for young men to promote healthy relationships and prevent adolescent dating violence. The program provides a safe space for participants to reflect on the impacts of harmful gender stereotypes and build essential skills that promote healthy sexuality and healthy relationship development, while decreasing attitudes related to homophobia and gender-based violence.

Relationship and Sexual Health Education (RSE)

The Relationship and Sexual Health Education program is a four-session program delivered in junior and senior high schools; we have been a recommended relationship and sexual health education resource since 1975.

The program offers youth the opportunity to gain knowledge, understanding and skills to cultivate positive attitudes towards sexuality, explore gender and identity development, enhance, and maintain quality interpersonal relationships and achieve healthy developmental milestones.

The program has three core domains: sexual and reproductive health promotion and education healthy and respectful relationship education and violence prevention and consent skills promotion.

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C4S Scaling Models

WiseGuyz	Relationship and Sexual Health Education (RSE)
• PHAC and WAGE funded, partnership with HOPElab. • Licensing model. • RFP and site recruitment. • Site support includes: training, coaching, community of practice, capacity building, observations, fidelity monitoring. • Implementation specialist.	• PHAC funded, partnership with CPHA • RFP and site recruitment. • Site support includes: training and coaching as needed. • Shared responsibility between CPHA and C4S.

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Lessons learned

- **Clearly define your train-the trainer/scaling model.**
  - Low vs. high support.
  - Quality vs. cost vs. reach- one often needs to be compromised for the other.

- **Partner assessment criteria needs to be well defined. Do they have?**
  - Capacity
  - Opportunity
  - Motivation

- **Partner organizations AND facilitators need to be assessed in recruitment of sites.**

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Considerations for train-the trainer models

Ongoing training & capacity building.

Set criteria for curriculum adaptations.

Training model- duration and delivery format.

Determine full cost of train-the trainer.

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Thank you!

Email: rcarter@centreforsexuality.ca

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Fourth R and Healthy Relationships Program-Enhanced (HRP-E):

Lessons learned from 15 years of fumbling through a train-the-trainer model

Claire Crooks

Western University Centre for School Mental Health

Susan Dale

Thames Valley District School Board

Western
Centre for School
Mental Health

Overview

- What are the Fourth R and HRP-Enhanced?

- What do Fourth R and HRP-Enhanced trainings look like?

- How do we conceptualize train-the-trainer?

- Lessons learned

- Considerations if you are starting out

Principles of all Fourth R programs

Positive youth development

Skills development focus

Relationship context

Fourth R Skills

ACTIVE LISTENING

ASSERTIVE COMMUNICATION

DELAY, REFUSAL, NEGOTIATION

HELP SEEKING

PROVIDING SUPPORT

APOLOGIZING

ENDING A RELATIONSHIP

COPING SKILLS

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Programs

Fourth R

- Classroom-based
- Curriculum aligned
- Implemented by educators
  Ranges in duration (~30 hours)
- Indigenous-informed versions of some curricula

HRP-Enhanced

- Small group (~ 18 hours)
- More interactive
- Adaptations for different groups and settings
- More trauma-informed and bigger focus on promoting positive mental health
- Implemented by wide range of facilitators in wide range of settings

Fourth R Trainings

- Training educators

- Typically one day

- Can be one grade, grade 7/8 or 7/8/9

- Background information, orientation to program, practice with some learning strategies

- Lots of skill practice

HRP-Enhanced Trainings

- Training 1-2 days
- Training professionals in wide range of settings
- Training facilitators with range of professional backgrounds and experiences
- Training more flexible and tailored to the setting and the youth they serve
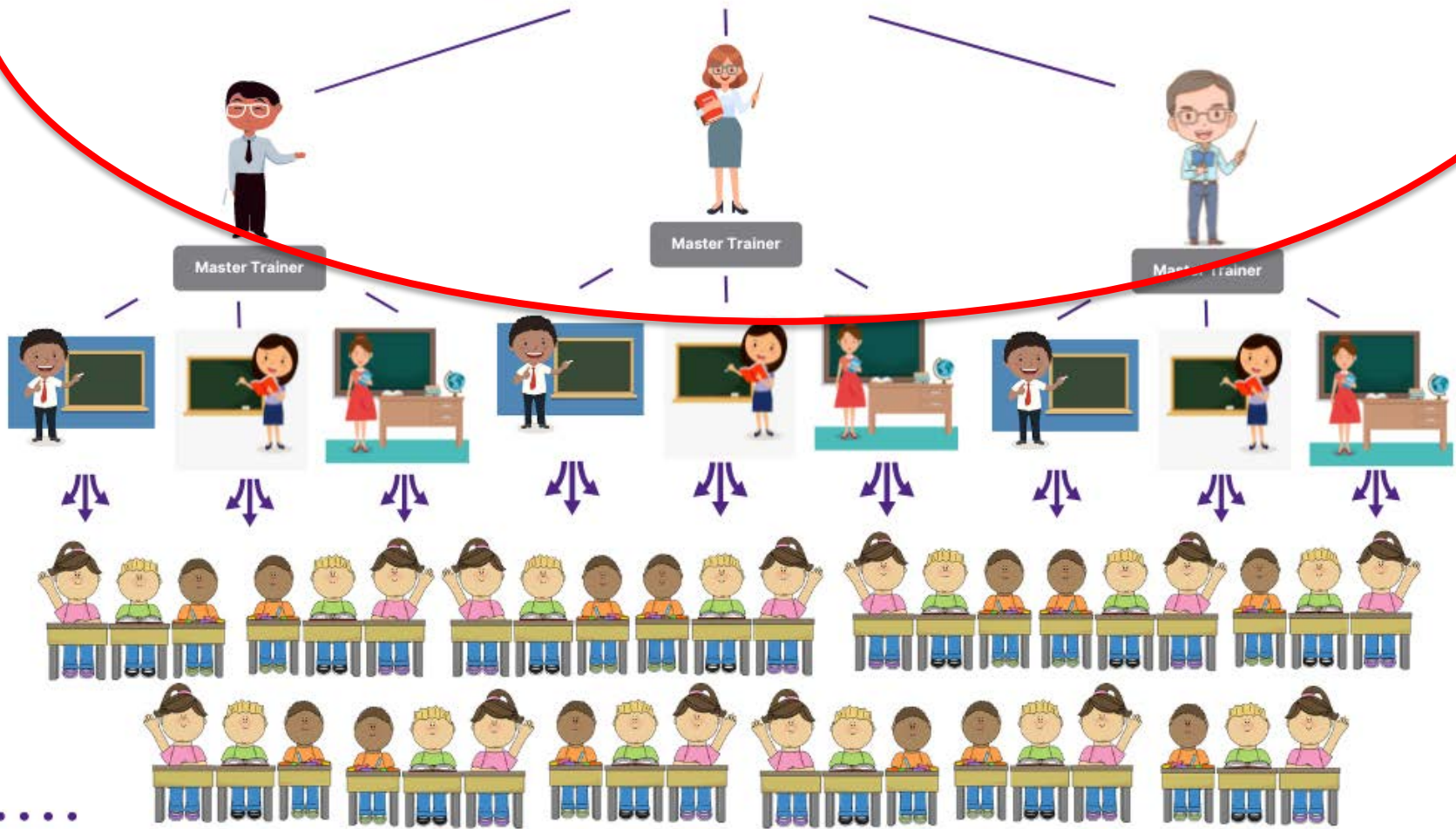- Ideally some co-creation with local partner / agency

How did we start?

- Combination of push and pull to increase our number of trainers for school-based Fourth R

London, Ontario trainers struggling to meet demands

Some partners asking for trainers internal to their board / organization

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Train-the-trainer Approach

- Two day, in-person only

- Day 1 walk through training and practice, prep that evening

- Day 2 teaching demo with support and feedback

- Certification (3-year), then updates

- Sometimes offered as fee-for-service, sometimes part of a grant

Mater Trainers since 2008…

Canada - 123

- Ontario
- Alberta
- New Brunswick
- Nova Scotia
- Northwest Territories
- Saskatchewan
- Newfoundland
- British Columbia

USA - 48

- Alaska
- Idaho
- Texas
- New York
- California
- Kansas
- Rhode Island

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Lessons Learned

- Having an optimal number of trainers

- Clarity around difference between trainers and champions

- Training process and skillset slightly different for school and community-based implementation

Considerations for Starting Out

- What is the scope of your training?

- In-person, online or some combination?

- Focus on sustainability or scale-up?

- Are you considering a certification process?

- Are you hoping to offer trainings in both official languages?

- Selection criteria and process for partners?

- How often will you update training materials and how will you get them to everyone?

Thank you!

Claire Crooks ccrooks@uwo.ca