


trauma- and violence-informed
physical activity in motion:
an introduction to tvipa online training
modules



Presented by
Dr. Francine Darroch & Gabby Gonzalez Montaner

March 27, 2024

Land Acknowledgement



Carleton University is located on unceded, unsurrendered traditional territories of the Algonquin, Anishinabe Nation.

Agenda

1. Overview of Project
2. Introduction to TVIPA
Online Training Modules





Public Health
Agency of Canada

Agence de la santé
publique du Canada

Call: Preventing and Addressing Family
Violence: The Health Perspective

**Leveraging trauma- and violence-informed physical
activity to support individuals who have experienced
family violence: A community-based participatory
approach**

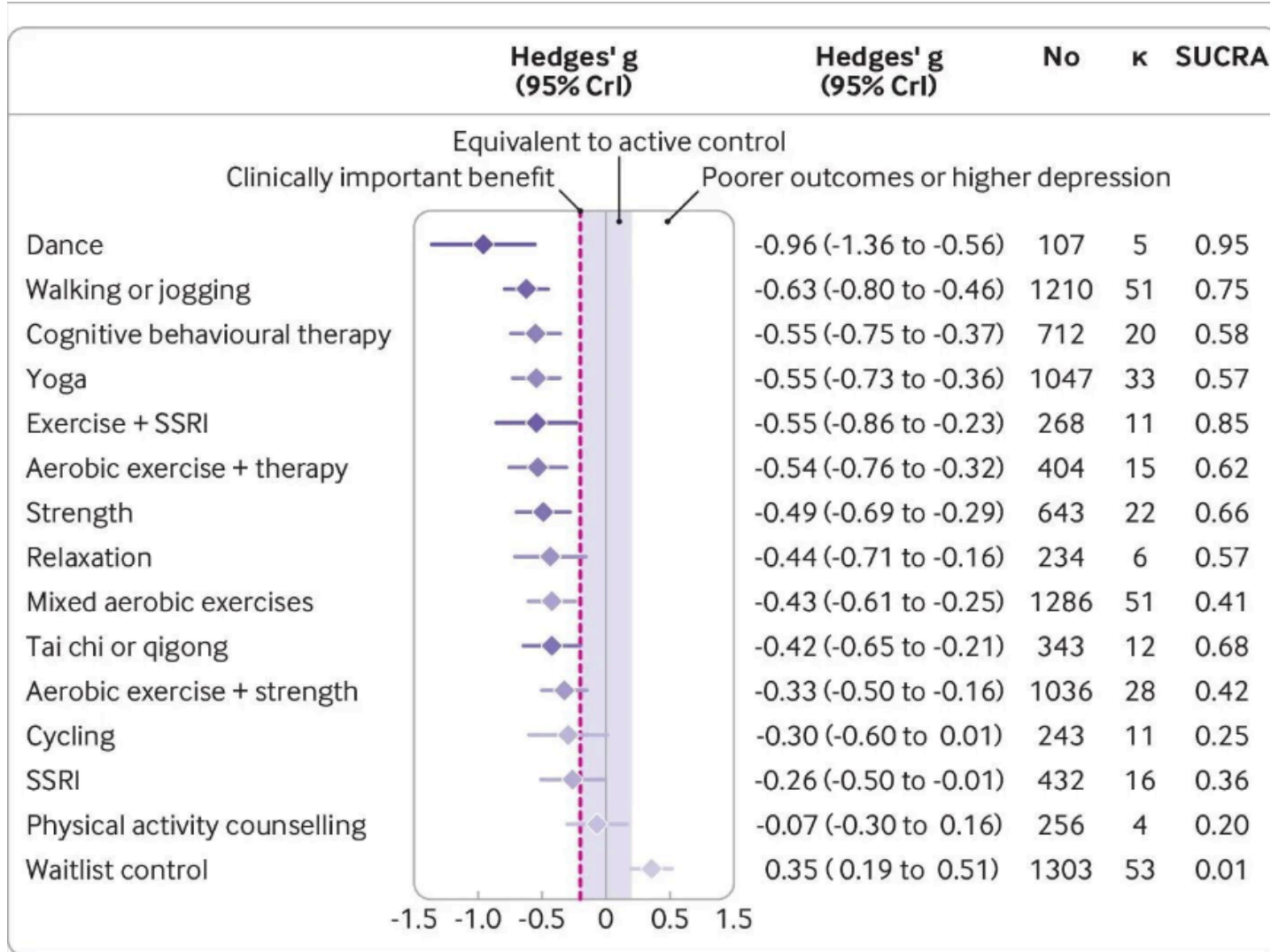
Project Start date: April 1, 2022
Project end date: March 31, 2026

Why TVIPA?

Why is physical activity important, and why should it be trauma- and violence-informed?

- ~76% of Canadians and 70% of adults in the U.S. report experiences of a traumatic event during their lifetime
- Physical activity can improve overall mental health and decrease symptoms related to PTSD, depression, anxiety, sleep disturbances

Exercise is Medicine



Why TVIPA?

Why is physical activity important, and why should it be trauma- and violence-informed?

- People with experiences of trauma, domestic and/or sexual violence, and unsafe or unstable housing are at a higher risk of inactivity due to the various barriers they face
- TVIPA acknowledges and addresses barriers to access and participation in physical activity

Trauma- and Violence-informed Online Training Modules

2018



2024

The screenshot shows a digital interface for a training module. On the left is a sidebar with a search icon and a list of sections: 'THE WARM-UP: INTRODUCTION' (expanded) containing 'How To Use This System', 'Pre-Engagement Survey', 'The Why', 'Land Acknowledgement', and 'Support Resources'; and 'THE STARTING LINE: GENDER-BASED VIOLENCE & TRAUMA- AND VIOLENCE-INFORMED PHYSICAL ACTIVITY'. The main content area has a teal header with 'Lesson 8 - Gender-Based Violence and Sport' and 'Lesson 9 of 40'. The title 'Trauma- and Violence-Informed Physical Activity' is prominently displayed. Below the title, the section 'Learning Objectives' is shown, with the text 'After this lesson, you will be able to:' followed by two numbered objectives: 1. Define physical activity and leisure-time physical activity; 2. Identify some of the benefits of physical activity.

How was it developed?

We collaborated with over 15 community partners, colleagues and experts over 12 months.

1. Focus groups and interviews with community members and service providers
2. Literature reviews
3. Content development
4. Review and revise
5. Pilot and evaluate

Who is it designed for?

The training course is open to the public, but was specifically designed for:

- For individuals who are interested in **expanding their knowledge of TVIPA service provision** and programming for self-identified women



What makes it unique?

We are not the first to do this, but we are the first to offer it for free!

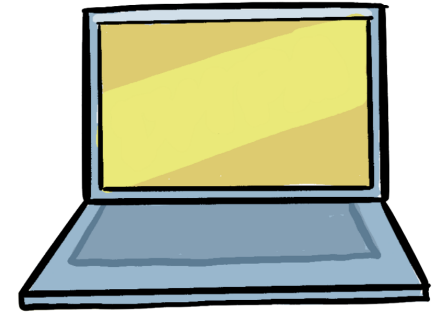
We found 13 other programs

- Online, in-person and hybrid options
- **Cost:** Between \$430 and \$4700
 - 60% provide scholarships
- **Time:** Between 7 and 300 hours (Average 47 hours)
- **Target audience:** 3/4 For yoga and/or other professionals; 1/4 Available for anyone
- **Training focus:** 70% focus on Yoga only

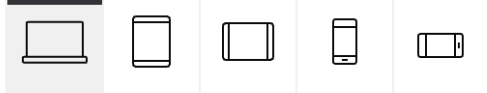


What is it?


The training course consists of 39 lessons organized into 6 modules:













1. **The Warm-Up:** Introduction
2. **The Starting Line:** Gender-based Violence & Trauma- and Violence-informed Physical Activity
3. **Raising The Bar:** Introduction to Trauma
4. **The Game Plan:** Trauma- and Violence-informed Service Provision
5. **Trauma- and Violence- Informed Physical Activity in Motion:** Examples of Low Barrier Physical Activity
6. **The Cooldown:** Trauma- and Violence-informed Resources



THE WARM-UP: INTRODUCTION

-  **How To Use This System** 
-  **Pre-Engagement Survey** 
-  **The Why** 
-  **Land Acknowledgement** 
-  **Support Resources** 

THE STARTING LINE: GENDER-BASED VIOLENCE & TRAUMA- AND VIOLENCE-INFORMED PHYSICAL ACTIVITY

-  **Introduction: The Starting Line** 
-  **Gender-Based Violence and Family Violence** 
-  **Gender-Based Violence and Sport** 
-  **Trauma- and Violence-Informed Physical Activity** 
-  **Summary: The Starting Line** 

Physical Activity and Leisure-Time Physical Activity



Alt text: A silhouette of an individual thinking about physical activity, with different types of physical activities depicted in thought bubbles. There are four thought bubbles with diverse individuals doing physical activities as follows: an individual gardening, an individual doing yoga in warrior pose, an individual playing soccer, and an individual riding a bike.

Physical activity has been identified as a key public health priority to improve chronic disease prevention and promote overall positive health.¹ **Physical activity** is defined as being inclusive of all muscular movement with an increase in energy expenditure;² whereas **leisure-time physical activity** (i.e., behaviour consciously aimed at improving physical fitness) is typically considered sport and exercise.³



Physical activity refers to any activity that involves muscular movement with an increase in energy expenditure.

☰ Trauma awareness

Understanding trauma, and how it can impact a persons life, experiences, and responses

☰ Strengths-based

Creating a safe environment for participants by providing predictable and consistent class

☰ Choice and collaboration

Providing opportunities for choice as much as possible and at every opportunity

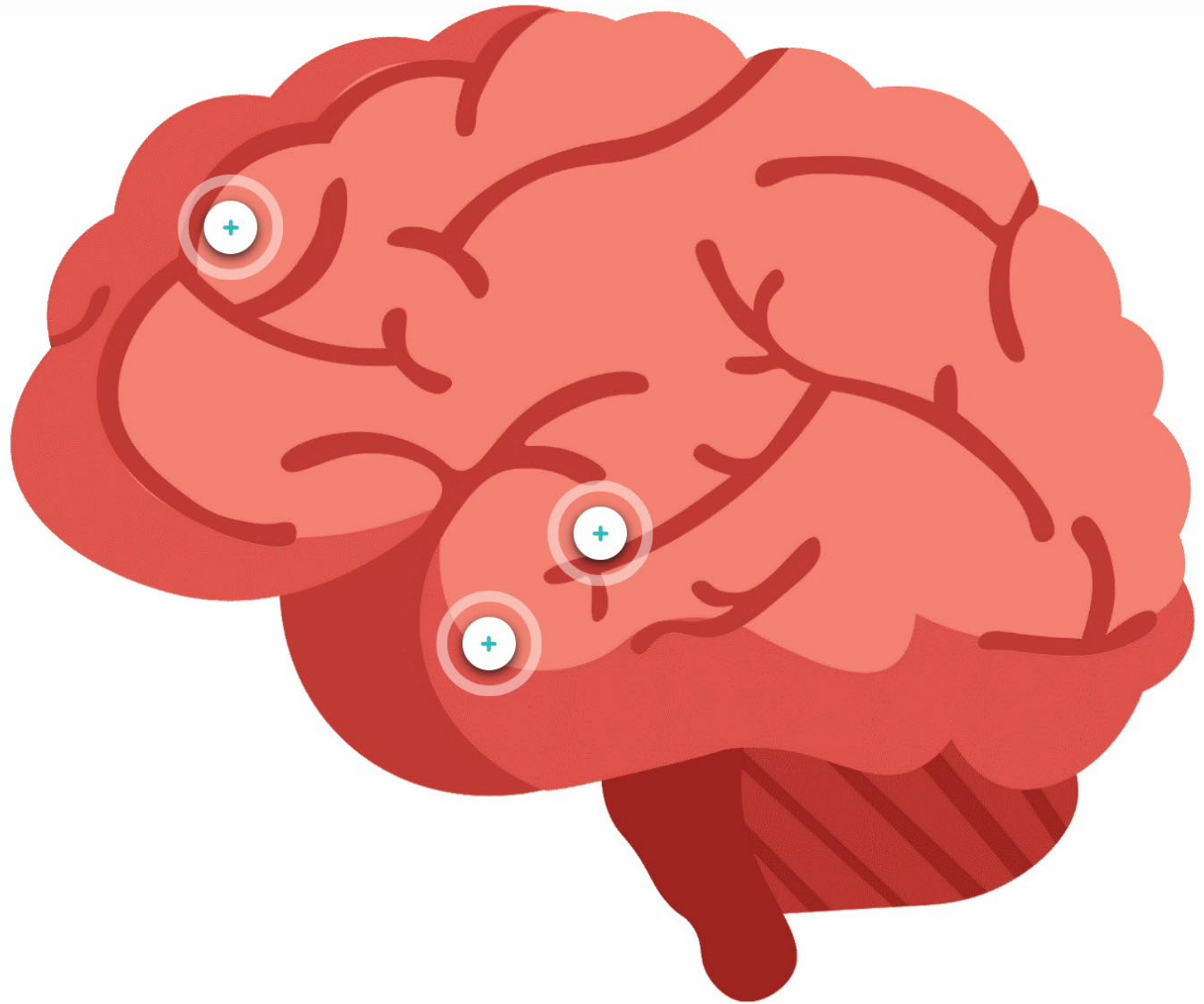
☰ Safety and trustworthiness

Creating opportunities for members of the community to be leaders and decision makers

☰ Capacity building

Emphasizing and adapting to participants' strengths and accomplishments

SUBMIT



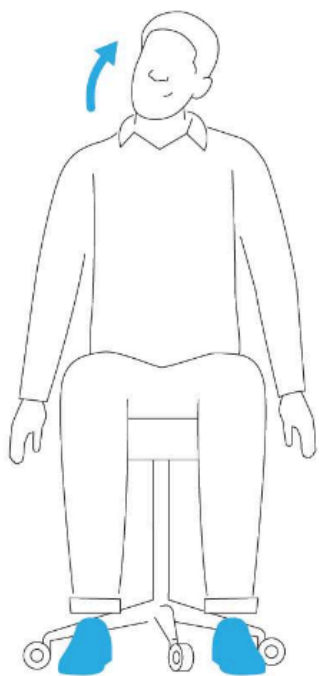
Can you think of any additional examples of professions and/or individuals who may be more susceptible to developing vicarious trauma?

The image shows a screenshot of a Padlet board. At the top left, it says ':Padlet' and 'HealthandWellnessEquityResearchGroup + 11 • 3d'. The title of the board is 'Vicarious Trauma Reflection'. The board contains several sticky notes with the following text:

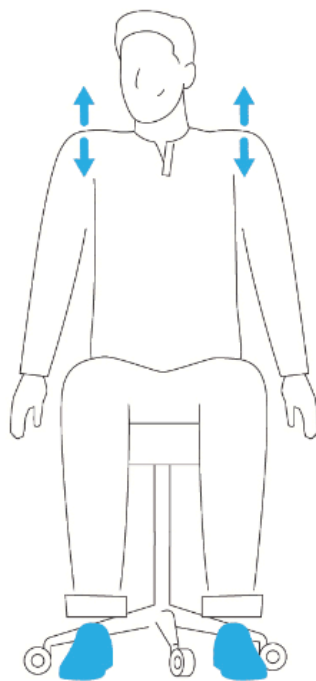
- Frontline workers
- Douglas (both Birth and Postpartum)
- Family or mental health lawyers
- Teachers (who could have
- Flight attendants or ATC officers
- caregivers
- Community support workers who work with people in marginalized communities.
- health care security officers
- Peer workers
- Residence assistance students (RA's) in university dorms who receive disclosures about violence

At the bottom of the board, there is a navigation bar with icons for share, notifications, a central plus sign, search, and a menu.

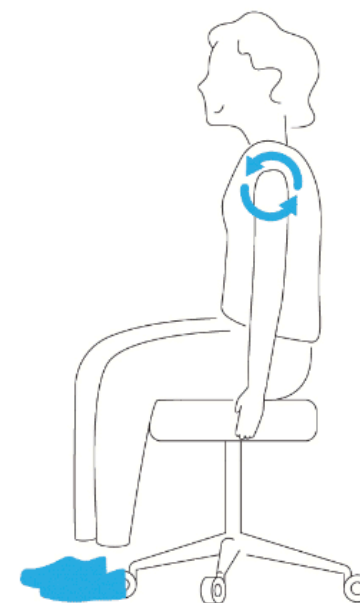
Neck and Shoulders



Neck relief



Shoulder shrug



Shoulder roll



Deep Dive

Alt text: A diverse individual in a straight diving position with a lifebuoy behind them.

Want to learn more?

We invite you to explore the optional resources below to further your understanding.

Taking Practical Steps: A Feminist Participatory Approach to Cocreating a Trauma- and Violence-Informed Physical Activity Program for Women

This article explores the use of trauma- and violence-informed physical activity (TVIPA) among pregnant and parenting individuals with experiences of trauma to improve access/engagement in physical activity.

[READ](#)

Trauma- and Violence-informed Care Tool Kit

Equip Health Care research group has a collection of resources to support and advance learning about trauma- and violence-informed care.

[VIEW](#)

How is it TVI? And limitations

We tried to design the modules to be TVI where we could...

Features

- Free and online
- Short educational videos
- Playback speed control and subtitles

Format

- Predictable and repetitive
- Flexibility in course content & pace
- Incorporation of breaks

Images, language and messaging

- Diversity in images included
- Definitions for technical terms
- Video transcripts for audio content

Module Evaluation

Based on previous work by **Dr. Nadine Wathen et al.**, we are evaluating the modules

The evaluation has three main components:

1. Pre-engagement questionnaire
2. Post-engagement questionnaire
3. Follow-up interview



Wathen, C. N., MacGregor, J. C., & Beyrem, S. (2021). Impacts of trauma-and violence-informed care education: A mixed method follow-up evaluation with health & social service professionals. *Public Health Nursing, 38*(4), 645-654.

Key Takeaways

1. There is no one way to develop or deliver TVIPA programming – context is important
2. Understanding the social, physiological, and mental impacts of trauma is crucial to effectively delivering TVIPA programming

Where can I access the course?

Scan the QR code to self-register for the course!



<https://tvimovement.reach360.com/register/728f3dca-add9-4df1-a712-59a832c7572c>

Thank you!

www.carleton.ca/healthequity



@HEResearchGroup



@HEResearchGroup



@HEResearchGroup

