



2019

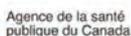
INVITING
RESILIENCE
CONFERENCE

MAY 21 & 22, 2019
TRENT UNIVERSITY
PETERBOROUGH, ONTARIO, CANADA

INVITINGRESILIENCE.CA

HOSTED BY:

Kawartha Sexual Assault Centre
The Mane Intent & Trent University



Welcome. Booahoo. Bonjour.

Thank you for joining us at the Inviting Resilience Conference. We hope that over the next two days, we will learn together, and from each other, about how to invite resilience into our workplaces, our personal lives, and our community.

The Inviting Resilience Conference has been made possible through the partnership of the Kawartha Sexual Assault Centre, The Mane Intent and Trent University and the funding of the Public Health Agency of Canada. This has truly been a community effort and we would like to thank everyone who helped make this conference a success, including the event's advisory committee, sponsors, speakers and those who submitted poster presentations.

A special thanks is extended to the Public Health Agency of Canada for its investment in this conference and other community programs, such as Building Internal Resilience Through Horses, to build capacity for trauma- and violence-informed practice and resilience within Peterborough and surrounding areas. We welcome several other presentations over the next two days who have received this funding as part of the Public Health Agency of Canada's Innovation Strategy supporting the Health of Victims of Domestic Violence and Child Abuse Through Community Programs.

With a combination of academic and experiential learning opportunities, our intent is to provide meaningful opportunities to build community capacity around the newest evidenced-based practices; community-driven, multi-sectoral initiatives; and trauma- and violence-informed programming. We will focus during this conference on building resilience in children, youth and adults impacted by intimate partner violence, sexual violence, adverse childhood experiences, as well as other forms of gender based violence like colonization and transphobia.

We hope you enjoy this opportunity to learn and network with others in our community and from across the country.

Lisa Clarke
Executive Director
Kawartha Sexual Assault Centre

Jennifer Garland
Owner/Program Director
The Mane Intent Inc.

Dr. Kateryna Keefer
Senior Lecturer,
Psychology Dept.
Trent University

Table of Contents

Agenda Day 1	2
Agenda Day 2	3
Opening Plenary Day 1	4
Session 1: A – D	5 – 8
Healing Centred Yoga	9
“I Believe You”	10
Session 2: A – D	11 – 14
Session 3: A – D	15 – 18
Opening Plenary Day 2	19 – 20
Session 4: A – D	21 – 24
Mood Walks	25
East Central Therapy Dogs	26
Invitation to Dialogue	26
Closing Plenary	27
Poster Presentations	28 – 32

May 21 Agenda: Day 1

8:00 a.m. – Arrival, Conference Registration and Networking

8:45 a.m. – **Room 1.22** Opening Plenary including Opening Remarks & Keynote:

Resourceful Communities, Resilient Youth:
Building Internal Resilience Through Horses

10:30 a.m. – **Main Foyer** Networking Break and Poster Exhibition

10:45 a.m. – Concurrent Sessions

1A Room 1.2 The Way We Live Now: Early Risk and Resilience Factors for Anxiety

1B Room 1.22 Promoting Resilience in Victims of Sexual Violence

1C Room 1.07 The Reaching Out Through Yoga Project: What We've Learned So Far

1D Room 2.02 Fostering Resilience During Pregnancy, and Beyond: Examining the Implications of Intergenerational Trauma

12:15 p.m. – **Main Foyer** Lunch and Poster Exhibition, Experiential Opportunity (Sign up at registration)

Room 1.07 Healing Centred Yoga **Main Foyer** "I Believe You"
Session 1 12:20 – 12:45 Art Book Making for Survivors
Session 2 12:55 – 1:20 and Their Supporters

1:30 p.m. – Concurrent Sessions

2A Room 1.22 Teaching Emotional Intelligence: Essential Steps for Achieving Success

2B Room 1.2 Transforming Care for Neonatal Abstinence Syndrome at Peterborough Regional Health Centre

2C Room 1.07 How Hiphop Dance and Movement Plays a Part in Trauma Therapy for Children and Youth

2D Room 2.02 Responding to Disclosures of Sexual Violence on College & University Campuses: Process and Practice

3:00 p.m. – **Main Foyer** Networking Break and Poster Exhibition

3:20 p.m. – Concurrent Sessions

3A Room 1.2 Reducing Vulnerabilities and Fostering Resilience for Children Exposed to Intimate Partner Violence

3B Room 1.22 A Neuroscientific Approach to Stress Resilience Evaluation and Treatment

3C Room 1.07 Nato' we ho win (the art of self-healing): Ancestral Processes Receptive to Knowing

3D Room 2.02 I've Looked at Resilience From Both Sides Now: Practical Lessons From One Man's Journey

5:00 p.m. – Day 1 Adjourns

May 22 Agenda: Day 2

8:00 a.m. – Arrival, Conference Registration and Networking

8:45 a.m. – **Room 1.22** Opening Plenary

Indigenous Resurgence as Resilience: Promising Pathways for Resilience and Healing in Indigenous Contexts

10:30 a.m. – **Main Foyer** Networking Break and Poster Exhibition

10:45 a.m. – Concurrent Sessions

4A Room 1.22 A Suicide Prevention Curriculum for First Nations Youth

4B Room 1.2 TransFormed: Addressing Partner Violence from Two-Spirit, Nonbinary and Trans Perspectives

4C Room 2.02 Contextualizing and Facilitating Resilience: Thinking Outside the Box Based on the 4-H Equine Resilience Research Project

4D Room 1.07 These are Horizon Days: Trauma-Informed Theatrics Examining Resilience Across the Lifespan

12:15 p.m. – **Main Foyer** Lunch and Poster Exhibition, Experiential Opportunity (Sign up at registration)

Room 1.07 Mood Walks

Session 1 12:30 pm – 1:00 pm

Session 2 1:00 pm – 1:25 pm

Room 2.02 Therapy Dogs

12:30 pm – 1:30 pm

1:30 p.m. – **Room 1.22** Closing Plenary:

Nurturing Community Resilience: Strategies to Build Social Cohesion and Community Engagement

3:00 p.m. – **Main Foyer** Networking Break and Poster Exhibition

3:20 p.m. – **Room 1.2** Community Dialogue:

Nurturing Community Resilience – Implications Here at Home

5:00 p.m. – Day 2 Adjourns

Opening Plenary Speaker: Day 1 Room 1.22

Resourceful Communities, Resilient Youth: Building Internal Resilience Through Horses



Dr. Kateryna Keefer
Researcher, Senior Lecturer, Trent University

Dr. Kateryna Keefer, Conference Chair; Lead Researcher, Building Internal Resilience Through Horses; Senior Lecturer, Department of Psychology, Trent University: As an emerging scholar, Dr. Keefer has co-authored over 30 journal articles and book chapters on the topics of emotional intelligence, resilience, mental health, and psychological assessment; delivered numerous invited talks and conference presentations on these topics; and co-edited the Springer book of Emotional Intelligence in Education. Dr. Keefer's presentation themed Resourceful Communities, Resilient Youth will focus on the developmental dynamics and applications of socio-emotional competencies in the promotion of wellness and resilience across the lifespan. She will also share the preliminary research results from Building Internal Resilience Through Horses.

Building Internal Resilience Through Horses is an innovative project led by Kawartha Sexual Assault Centre in partnership with The Mane Intent Inc. and researchers from Trent University's Emotion and Health Research Laboratory, supported by Public Health Agency of Canada's Innovation Strategy supporting the Health of Victims of Domestic Violence and Child Abuse Through Community Programs.

Morning Session Presenter: Day 1
Session 1A: Room 1.2

**The Way We Live Now: Early Risk and Resilience Factors
for Anxiety**



Laura J. Summerfeldt, Ph.D., C.Psych.
Department of Psychology, Trent University

Anxiety conditions and disorders, such as specific phobia and social anxiety disorder, are now considered the most common mental health problem in Canadian children and youth. This reflects a steady increase in their prevalence in the last decade or so, which is worrying given that most do not receive appropriate treatment and usually worsen without such. This talk will examine how contemporary trends in the experience of children and youth – the way our children live now – align with known risk factors for the development and perpetuation of problematic anxiety, according to a large body of psychological research and theory. A particular focus will be the wide-ranging direct and indirect effects of technology use. Also discussed will be protective factors, including as found in our team’s original research with both typical and clinical adult populations, which appear to aid resilience not only to anxiety conditions, but to the impacts of life stressors upon individuals vulnerable to anxiety.

Morning Session Presenter: Day 1
Session 1B: Room 1.22

Promoting Resilience in Victims of Sexual Violence



**Dr. Christine Wekerle,
Associate Professor Paediatrics,
and Associate Member of
the Offord Centre for Child
Studies at McMaster University**



**Savanah Smith, Research
Coordinator, Department of
Paediatrics, McMaster University**

This presentation will provide the audience with an overview of the research to date on sexual victimization among children and youth, examining the literature from an intersectional perspective. Findings from the largest study of child welfare-involved youth (The Maladaptive Adolescent Pathways Study) in relation to sexual victimization, coping, and resilience will be presented. An app created from research and youth feedback to bolster resilience in youth will be introduced:
<https://futuraumcareers.com/dr-christine-wekerle-finding-joy-in-an-app>

Morning Session Presenter: Day 1
Session 1C: , Room 1.07

**The Reaching Out Through Yoga Project:
What We've Learned So Far**



**Renee Turner, Research
Coordinator, BC Society
of Transition**



**Niki Lacey, Volunteer
Coordinator, Yoga Outreach**

The workshop will be both theoretical and practical, summarizing what we've learned so far from this community-based research project. Workshop participants will be given tips on how to incorporate trauma-informed principles into their work and will be given an embodied experience of the intervention: trauma-informed yoga. Trauma-informed yoga tailors traditional yoga techniques to make it more accessible for those with trauma histories and focuses on building resilience for survivors of violence.

Morning Session Presenter: Day 1
Session 1D: Room 2.02

**Fostering Resilience During Pregnancy, and Beyond:
Examining the Implications of Intergenerational Trauma**



**Tracey Wicks, Womens Rural
Resource Centre**

Utilizing an anti-oppressive and feminist framework we will examine the impacts of domestic violence and past trauma, during the stages of pregnancy, childbirth and the postpartum period. Supporting Mothers in their birthing and caregiving journey enhances maternal health and decreases intergenerational cycles of trauma. Reviewing evidence-based research on attachment, parenting and neuro science will support participant's understanding of how to apply trauma-informed care and interventions for mothers and babies during pre-birth stage and beyond.

Lunch & Healing Centred Yoga with Yamikani Msosa

Please join Yami (she/they) for healing-centred, trauma-informed yoga session. Please note that you do not need any prior experience with yoga and are welcome to bring any items that will make you feel comfortable within the space. Please sign up for this at the registration table. Limited space available.

Two 25 minute sessions will be offered in **Room 1.07**:

Session 1: 12:20 – 12:45 Session 2: 12:55 – 1:20



Yamikani Msosa is a grassroots feminist organizer, front-line worker, consultant, educator and yoga instructor. Born in Lilongwe, Malawi and raised in Ottawa, Ontario. She identifies as a child of the diaspora occupying many spaces of the “in-between.” As a black queer femme with invisible disabilities, she strives to work against systems of oppression that seek to silence those in the margins.

Yamikani started teaching in May 2017 in Ottawa after finding that most yoga spaces did not reflect the communities that she was a part of. They needed to find home and community, so started to teach Bodyfull Yoga for folks in larger bodies and collaborated with Kind Space of offer Yoga for Queer and Trans folks. Since moving to Toronto they have offered trauma-informed yoga class for survivors of sexual violence called SEEDS.

She is currently the Coordinator for Diversity and Inclusion, overseeing the Black Academic Success and Engagement (BASE) at Humber College. With a Master’s Degree in Women and Gender Studies at Carleton University, she also worked as a Education Specialist at Ryerson University’s Consent Comes First: Office of Sexual Violence Support and Education, as well as the Support Worker and Educator at the Ottawa Sexual Assault and Support Centre. She also offers trainings across the country on issues related to Sexual Violence, LGBTQ Communities, and Anti-Black Racism.

Lunch & “I Believe You” with Janette Platana

Please join Janette in the Main Foyer for a pop up art book making for survivors and their supporters. Funded through the Ontario Arts Council, Janette is the artist-in-residence at the Kawartha Sexual Assault Centre.



Janette Platana is a rural-based artist, who is experienced in community arts and in working with at-risk populations on projects that combine intense subject matter with humour and whimsy. She incorporates safety and trust to create a space where participants share, display, express and decompress.

Janette has an MA in Public Texts, background in stand-up comedy and Indie bands. Her training in Boal’s Theatre of the Oppressed techniques that deploy compassion and non-judgement, and her interest in restorative practices make Janette well suited to plan and deliver the “I Believe You” travelling community writing studio. Janette is a writer, performer, educator and activist who brings intersectional analysis to her practice.

Her collection of short stories, *A Token of My Affliction*, was a Finalist for the 2015 Trillium Book Award. Her next book, *Trauma Kit*, is a collection of poetry written in response to #MeToo. In 2015 and 2019, she organized Peterborough’s ArtsWeek’s pop-up writing studio, “Write On The Street”, in which 30+ writers were resident artists in the front window of an empty store on Peterborough’s main street. Janette and participating writers conducted writing workshops in the empty store; an independent bookstore and book exchange emerged. Janette used scrolls of paper on the long walls of the store for participatory writing and members of the public contributed to a 10,000 word community poem about adolescence and parenting. At readings of her own work, Janette frequently distributes drawing materials so that audience may doodle, draw, or write while she reads; instant exhibitions result.

Afternoon Session Presenter: Day 1
Session 2A: Room 1.22

**Teaching Emotional Intelligence:
Essential Steps for Achieving Success**



James D. A. Parker, Ph.D., Professor and Canada Research Chair in Emotion and Health, Department of Psychology, Trent University

Over the past few decades the concept of emotional intelligence (EI) has become a prominent topic among health professionals and educators. This talk will present a brief overview of the concept of EI, as well as examine recent developments in the EI area on resilience and wellness. Given the growing empirical link between emotional intelligence (EI) and various resilience and wellness variables, it is not surprising to see a dramatic increase in the development of new training programs and psycho-education activities purporting to enhance various EI-related competencies. Implementation of programs that promote EI competencies has become an important priority in many educational and mental health environments. Although a variety of EI training materials and programs exist, it is important to emphasise that valid and independent data on the efficiency of most materials and programs are rare. However, there are a number of “best-practice” features and characteristics that can be used when an organization or group contemplates acquiring new EI-related training programs or initiatives. Based on the experience of developing EI-related training materials for various mental health and educational environments, this presentation will identify and describe a set of fundamental features and characteristics that are essential for successfully teaching EI-related abilities.

Afternoon Session Presenter: Day 1 *Session 2B: Room 1.2*

Transforming Care for Neonatal Abstinence Syndrome at Peterborough Regional Health Centre



**Dr. Karen Cozens, MD, FRCPC, Staff Paediatrician, Peterborough
Regional Health Centre**

This presentation will provide a review of how we have transformed care at PRHC for mothers and babies with possible Neonatal Abstinence Syndrome; and helped mothers be knowledgeable about, and insightful towards, the care of their infant. With our current approach, we have reduced infant length of stay and attempt to keep mom and baby dyads together even if treatment is required. This presentation will answer the following questions:

- What is Neonatal Abstinence Syndrome?
- What is the current approach for possible NAS at Peterborough Regional Health Centre?
- How has the current approach improved care for mothers and babies?
- What is available to help mothers and babies who have needed to use medications or recreational drugs during pregnancy?

Afternoon Session Presenter: Day 1 *Session 2C: Classroom 1.07*

How Hip-hop Dance and Movement Plays a Part in Trauma Therapy for Children and Youth



Redge, Unity Charity (She/Her, They/Them)

As a Trent Alumni from 2011, Rachael Edge, also known within the community arts, Spoken Word, and dance scene as Redge, is proud to be presenting at this conference about Sole Expression – a trauma-informed Hip-hop dance program. Sole Expression is a 10-week therapeutic group based out of Toronto and Barrie, Ontario, for youth who have experienced abuse and/or exposure to violence. Redge is a project coordinator of the Sole Expression program, as well as one of the Hip-hop dance instructors. Over the past 3.5 years, the group has used Hip-hop dance and movement to support youth in building healthy coping strategies and bring awareness to the impact of their experiences. The program is a partnership between BOOST CYAC, Unity Charity, Ryerson University and is funded by the Public Health Agency of Canada.

Sound intriguing? Come take part in her participatory and experiential presentation on “How Hip-hop dance, and Movement play a part in trauma therapy for children and youth”. No dance experience required.

Afternoon Session Presenter: Day 1
Session 2D: Classroom 2.02

Responding to Disclosures of Sexual Violence on College & University Campuses: Process and Practice



Mandy Bonisteel, Counsellor and Advocate, Faculty Member Assaulted Womens & Childrens Counsellor/Advocate Program at George Brown College



Barb MacQuarrie, Community Director, Centre for Research and Education on Violence against Women & Children at Western University

The Centre for Research & Education on Violence Against Women & Children led the development of an online training to prepare people in post-secondary institutions from a wide range of roles and positions, including faculty, administrative staff, residence, housing and facilities staff, financial services staff, counselling and accessibility support staff and faculty, international student recruiters and support staff, Indigenous services staff, health and wellness teams, and managers to provide supportive trauma and violence informed responses to disclosures of sexual violence. An Advisory Committee including representatives from Brock University, Western University, University of Toronto, York University, Windsor University, George Brown College, Canadian Federation of Students, Sault College, Fanshawe College, Queen's University, University of Ontario Institute of Technology and Nipissing University shared their experiences and expertise and helped to shape the training.

Presenters will use the online training to deliver this presentation. We will show some of the professionally produced scenarios that we developed to model appropriate and supportive responses to survivors and to show how commonplace, but harmful responses impact survivors. We will guide participants through the resources available on the website to improve both individual and institutional practice.

Afternoon Session Presenter: Day 1
Session 3A: Room, 1.2

Reducing Vulnerabilities and Fostering Resilience for Children Exposed to Intimate Partner Violence



**Dr. Ramona Alaggia MSW, Ph.D.,
Professor of Social Work, with a
cross-appointment to the Women
and Gender Studies Institute,
University of Toronto**



**Cathy Vine MSW, RSW Writer,
and Researcher**

Findings of a four year mixed method study, *Make Resilience Matter*, investigating resilience factors and processes with children and youth exposed to intimate partner violence (IPV) are translated into practice approaches for work with this population. Application of resilience concepts and fostering resilience are illustrated through case examples, practical tools and discussion. A trauma and resilience informed lens frames the research and subsequent recommendations for service providers.

Afternoon Session Presenter: Day 1
Session 3B: Room 1.22

A Neuroscientific Approach to Stress Resilience Evaluation and Treatment



Guillaume Durand M.Sc., Ph.D.
Candidate Director of ABEL Project

This presentation reviews recent scientific advancements in the field of stress resilience for individuals working in high-stress environments. It provides a summary of the impact of repeated stress exposure on psychological, physiological, biological, and epigenetic mechanisms. Current models and frameworks to evaluate stress resilience and cognitive abilities in individuals prone to work-related stress are explored. Lastly, an overview of potential treatments to increase stress resiliency in said individuals is discussed.

Afternoon Session Presenter: Day 1
Session 3C: Room 1.07

Nato' we ho win (the art of self-healing):
Ancestral Processes Receptive to Knowing



Barb Frazer M.Ed, BA is an Indigenous Knowledge Systems Researcher, Cultural Educator, Botanist, and Writer



Crystal Giesbrecht MSW, Director of Research and Communications at the Provincial Association of Transition Houses and Services of Saskatchewan (PATHS)

Nato' we ho win (the art of self-healing) is a trauma-informed, arts-based healing program for Indigenous women who have experienced violence. The presentation will cover the development and design of the program and some preliminary findings from the intervention research.

“Nato' we ho win is a way of life, a process in resilience. Embedded in a cultural creative practice, the inherent role of each participant is celebrated—as carriers and purveyors. Participants attend self-development sessions intended to assist them with the recovery of self-knowledge using traditional models of wellness. Self-development is grounded in the self and the spirit. Nato' we ho win acknowledges that life must be grounded in the spirit and this knowledge must be sought through inwardness in unison with all the instruments of knowing and conditions that make individuals receptive to knowing.” — Indigenous Knowledge Educator, Barb Frazer

Afternoon Session Presenter: Day 1
Session 3D: Room 2.02

I've Looked at Resilience From Both Sides Now: Practical Lessons From One Man's Journey



Tom Regehr, The CAST Projects



Becca Partington, BA

Professionals often question the best method to help another person gain resilience. This workshop explores the essence of resilience in real-time, in real situations, exploring the best methods for communicating, assuring, supporting and stepping back from an individual. Participants will become more confident in making choices around inviting resilience.

Opening Plenary Speaker: Day 2 Room 1.22

Indigenous Resurgence as Resilience: Promising Pathways for Resilience and Healing in Indigenous Contexts



Dr. Sandrina de Finney
Associate Professor and Graduate Advisor, School of Child and Youth Care, University of Victoria

In this presentation, Dr. de Finney explores how issues of trauma, resilience, healing and reconciliation can be reconsidered through Indigenous lenses. Canada is a settler state, meaning that colonialism cannot be thought of as an event in the past from which we are now recovering; rather, settler states are those where “the settler never left” (Tuck and Yang, 2012:5). In a settler state, colonial rule is reasserted every day through policies such as the Indian Act, the appropriation of Indigenous lands, and the disproportionate number of Indigenous children removed from their families through the child welfare, justice and education systems. Despite living in one of the world’s wealthiest countries with a global reputation for upholding children’s rights, Indigenous children and youth in Canada continue to experience disproportionate rates of poverty, child welfare interventions, incarceration, under-housing, and racialized discrimination, as well as “epidemic” rates of gender and sexualized violence (Allan & Smylie, 2015; Anaya, 2013:9; Turpell-Lafond, 2016). At the same time, Indigenous education and social services are chronically under-funded across Canadian provinces and territories (Blackstock, 2016; Office of the Auditor General of Canada, 2011; Truth and Reconciliation Commission of Canada, 2015).

In this climate of persistent structural inequities, the experiences of Indigenous children, youth and families are too often reduced to

pathologizing labels and measurements of PTSD, non-compliance, complex and inter-generational trauma, self-harm, loss of culture, and substance use. Indigenous families represent a flourishing industry for services and interventions focused on promoting their resilience and healing them from trauma. Yet, their trauma is too often produced by these very systems. Given that Indigenous communities already demonstrate expansive resilience in the face of hundreds of years of intersecting colonial policies, our resilience-building interventions should also focus on the systems that have created and perpetuate trauma.

Understanding how Indigenous children, families and communities embody healing, dignity and self-determination invites us to move beyond Eurowestern psycho-social notions of resilience. Indigenous concepts of resilience instead foreground the political, historical, economic, and sociocultural inequities that produce ongoing colonial violence. Beyond a bio-psycho-social model of individual functioning and aptitudes, they uphold practices of kinship-making, respiteing, re-homing and place interconnectedness that link body to land resilience. This conceptual shift takes Indigenous resilience out of its individualized psycho-social definition and locates it instead in relationship with ancestors, lands, kinship, and self-determination.

Morning Session Presenter: Day 2

Session 4A: Room 1.22

A Suicide Prevention Curriculum for First Nations Youth



Harvey McCue,
Trent University



Dr. Brent Angell,
University of Windsor



Amy Alberton,
University of Windsor

First Nations youth are proportionately at a higher risk for attempting and completing suicide than their non-indigenous counterparts. Understanding that fostering protective factors and reducing risk factors will ultimately reduce youth suicide attempts and self-harm, the purpose of this curriculum is to promote resilience and instill hope amongst First Nations youth. The curriculum consists of 24 one-hour classroom sessions delivered over 12 or 24 weeks. The program is experiential and includes detailed guidelines for teachers as well as all required materials for in-class activities such as group discussions, quizzes, games, and other projects that provide opportunities for each youth participant to journal their journey of resilience and wellbeing. Concurrently, students will have the opportunity to create narratives of newfound knowledge and strength, which will culminate in their having the option to share their understanding of the importance of and potential for resilience. In addition to student activities, each session includes learning materials that relate to the session's topic. Learning materials include stories, interactive videos, pictures, informational handouts, mass-media references, and Internet resources. The curriculum connects culture with content related to resilient-rich choice-making that is applicable across the distinct First Nations in Canada. Some overarching cultural values presented throughout the material include conceptualization of community, self-reliance and actualization, and connection with the land and to nature. Framed in highly creative, stimulating, and interactive ways, the suicide prevention curriculum has the capacity to build resilience by being responsive, engaging, and applicable to the worldview of participating First Nations' youth.

Morning Session Presenter: Day 2 *Session 4B: Room 1.2*

TransFormed: Addressing Partner Violence from Two-Spirit, Nonbinary & Trans Perspectives



Tatiana Ferguson
TransFormed Program Coordinator

The TransFormed project is a community-based research and intervention project that is focused on understanding and responding to how intimate partner and relationship violence is experienced by diverse Trans communities' including with Two-Spirit, Nonbinary and Gender-fluid folks.

The TransFormed project is led by METRAC: Action on Violence in partnership with Centre de Francophone and is funded by Public Health Agency of Canada. To ensure that the ethical guidelines are responsive to the unique needs of Trans folks; this project utilizes peer-led approaches within a context that meets safety, trauma-informed and confidentiality needs of community members to develop health promotional tools for the Trans community and resources and training for service providers. Join the TransFormed Project Coordinator in an engaging discussion on the preliminary findings and future goals for the project.

Morning Session Presenter: Day 2 Session 4C: Room 2.02

Contextualizing & Facilitating Resilience: Thinking Outside the Box Based on the 4-H Equine Resilience Research Project



Heather Sansom
Diploma Rec Therapy, BA, MA, PhD, NCCP Equestrian Coach, PTS

The 4-H resilience study initially focused on youth participants in equine clubs as an extension of sport for youth development in rural contexts. Like many other sub-populations, rural communities experience lower wellbeing with less access to mental and physical health support, while also having many resilience assets. Occurring in a community-based recreational program, not staffed by education, sport or mental health professionals, the 4-H activity actually sat at the intersection of outdoor experiential learning, positive youth development, therapeutic recreation, mental health promotion, and animal-based therapy and experiential learning. Using the ecological resilience framework developed by Dr.'s Linda Liebenberg and Michael Ungar (Resilience Research Centre, Dalhousie University), the research focused on the participant resilience meanings and relevant facilitative elements, many of which are transferable to other contexts. A mixed method approach yielded rich data, including image-based and creative expression to privilege participant voice. During this workshop, participants will engage with the research project and findings as a basis for inter-professional dialogue around contextualization of resilience meanings and facilitative programming elements. We will collaboratively explore thinking 'outside the box' regarding resilience-building programming for the populations you serve, stakeholder partnerships, and data collection for program evaluation and knowledge transfer.

Morning Session Presenter: Day 2 *Session 4D: Room, 1.07*

These are Horizon Days: Trauma-Informed Theatrics Examining Resilience Across the Lifespan



Wes Ryan BA, SSW
Arts Accessibility Educator, Performer, Public Speaker

Their presentation, *These Are Horizon Days: Trauma-Informed Theatrics* examining resilience across the lifespan (TAHD) is an interactive performance staged as a rehearsal wherein audiences have the opportunity to contribute creatively to the production. Attendees will learn the principals of combining trauma-informed practice and narrative approach as creative tools for building individual and community resilience. They will come to understand the key benefits and risks associated with verbatim narrative art practices for trauma survivors and develop skills to engage people in arts-based practices with an emphasis on building resiliency at different life-stages. TAHD employs dance and poetry to discuss the neurobiological impacts of repeated childhood sexual assault and the witnessing of domestic violence and invites attendees to question how we represent and use survivors' stories in academia and the arts. By engaging the audience at various intervals to talk about self-care and social change while creating a group poem, the presentation ultimately teaches participants two community building arts exercises.

"Through our shared narratives we stitch together bits of resilience into tapestries for change."

Lunch & Mood Walks with Barb Woolner

Mood Walks is a province-wide initiative that promotes physical activity in nature, or “green-exercise,” as a way to improve both physical and mental health. Developed by CMHA and Hike Ontario and adapted by KSAC as a Peer Support and Client walking therapy group. KSAC has been offering Mood Walks 1-2x a year since 2015. Through time together in nature and facilitated group and informal partner talk, the group meet the joys and vulnerabilities of taking therapy out of the Centre, AND building resilience. Join Barb at lunch for an introduction to Mood Walks and explore a part of Trent’s green space and trails.

12:30 pm – 1:00 pm Meet in room 1.07

1:00 pm—1:25 pm Meet in room 1.07



Barb Woolner
Registered Psychotherapist

Barb is a Registered Psychotherapist who worked for KSAC for 4 1/2 years and still co-facilitates groups from time to time. She applies a psychodynamic, client-centered and trauma-informed practice to her work. Barb also applies a mindful, narrative and somatic approach to her work. Now in private practice and a Mental Health Clinician with the Peterborough Family Health Team, Barb is still a champion of the work of Kawartha Sexual Assault Centre. She is an anthropologist with an M.A. in Religion and Culture. She studied at Waterloo Lutheran Seminary, earning a second M.A. in Theology, Spiritual Care & Psychotherapy and gets a kick out of being the second Buddhist to graduate from WLS. Barb is delighted to join the Resilience Conference sharing Mood Walks during peoples’ lunch breaks. Her love of walking is regularly highlighted by hiking the Camino de Santiago pilgrimage in Spain where she engages in mindfulness meditation, reflecting on the visual and sonic environment and thoroughly appreciating the opportunity to meet other travelers along the way.

Lunch & Experience the Animal-Human Bond with the East Central Therapy Dogs

Take a break during lunch and spend 15 minutes with the East Central Therapy Dogs! Participants must choose a 15 minute time slot in advance for this experience. A sign-up sheet is available at the Registration Table. The East Central Therapy Dogs have kindly asked that no participants bring food, drinks or treats of any kind.

12:30 pm—1:30 pm Room 2.02

JOIN US AFTER DR. UNGAR'S PRESENTATION IN ROOM 1.2 AT 3:20 PM

Community Dialogue: Nurturing Community Resilience—
Implications Here at Home

Join Dr. Rosana Salvaterra, Medical Officer of Health at Peterborough Public Health, with Lisa Clarke, Jennifer Garland and Dr. Kateryna Keefer

Weaving together the themes and stories shared over the course of the conference, this closing dialogue invites participants to engage in a discussion on how we continue to nurture resilience in the City and County of Peterborough, and the surrounding counties of City of Kawartha Lakes, Haliburton, and Northumberland.

- What is your vision of a resilient community?
- What resources are needed to build resilience in community?
- What part can you play in building a resilient community?

Closing Plenary Speaker: Day 2 Room 1.22

Nurturing Community Resilience: Strategies to Build Social Cohesion and Community Engagement



Dr. Michael Ungar
Family Therapist and Professor of Social Work at Dalhousie University
where he holds the Canada Research Chair in Child, Family and
Community Resilience; Director of the Resilience Research Centre at
Dalhousie University

Throughout this fast-paced, story-filled presentation, Dr. Ungar will use examples from his work with communities that are being challenged by racial conflict, economic marginalization, violence and natural and man-made disasters to explore nine factors that contribute to collective resilience. Based on his research and community work around the world, Dr. Ungar will show that resilience is much more than an individual's capacity to overcome adversity. It is instead a reflection of how well individuals, their families, communities and policymakers work together to create opportunities for the most vulnerable to navigate their way to the resources they need for wellbeing while making those resources available in ways that people experience as meaningful. His work suggests the need for a multisystemic, culturally sensitive interpretation of what resilience means across different cultures and contexts. Recounting stories from communities with which he's worked, Dr. Ungar will discuss what we can do to make it more likely a community will do well when it experiences a major social or environmental disruption. Participants will have the opportunity to reflect on ways that their communities are already nurturing resilience and how these experiences can be repeated. He'll end with ideas for how individuals, families, communities and governments can make resilience-promoting resources more available and accessible to everyone.

Poster Exhibition at Lunch & Nutrition Breaks

Maltreatment Trauma in Children and Youth and the Moderation Effects of Resilience

Dr. Allan Leschied and Rebecca Pschibul, Western University

Childhood is an acutely vulnerable period for trauma, as it can significantly influence normative development of children. Specifically, maltreatment trauma (i.e., neglect, sexual abuse, physical abuse, and witnessing domestic violence) offers unique challenges, as it often includes violations of boundaries and trust by caretakers. The aim of the present study was to examine child and youth maltreatment, and its impact on internalizing (e.g., mood disturbances) and externalizing behaviours (e.g., behavioural deviance). The sample comprised 9,000 participants of the interRAI Child and Youth Mental Health instrument (ChYMH) collected between 2012-2017. The ChYMH is a standard of care intake assessment used in mental health agencies across Ontario, Canada, for individuals between 4-18 years of age. Of interest in predicting outcomes of maltreatment were individual and systemic resiliencies, which were found to moderate the relationship between maltreatment trauma and internalizing and externalizing behaviours. Implications for trauma-informed intervention and policy are discussed.

The Impact of Equine-Assisted Learning on Young Women's Psychological Symptomology

Nicole Oattes

It is well-established that exposure to trauma early in life can have negative imminent and long-term implications on an individual's development (Cook et al., 2005). Specifically, children and adolescents who have been exposed to trauma are at an increased risk for a variety of psychological and behavioural difficulties, as well as additional trauma exposure (Briere & Scott, 2015). Recently, equine-assisted learning (EAL) has emerged as a promising innovative approach for individuals with a history of interpersonal trauma, particularly for children and adolescents (Burgon & Hebden, 2018; Frederick et al., 2015); however, further quantitative understanding on the impact of EAL is needed. The current study reports on the outcomes of a community-based group program consisting of 8 weeks of EAL sessions for nine groups of young women (n=63; age 13 to 18). Results are discussed in terms of their implications for fostering resilience in young women.

Poster Exhibition at Lunch & Nutrition Breaks

Resilience and The Human-Animal Bond: Important Considerations for Clinicians and Community

Nina Papazian, Peterborough Regional Health Centre

It is imperative that in considering resilience for youth and adults impacted by childhood trauma and sexual violence, that we acknowledge the often invisible value and role of the human-animal bond, in supporting and maintaining human resilience. For many survivors of trauma, relationships with non-human animals are experienced as their most significant and secure attachments. We would be amiss to not integrate inquiry and consideration of inter-species bonds, the meaning of these bonds for the survivors of trauma, and the multitude of protective factors the human-bond is associated with, with respect to developing trauma-informed services, clinical assessments and interventions.

Adapting the Handle with Care Model to Promote Resilience in Youth

Alice Kusziner & Dr. Fataneh Farnia, Sick Kids Centre for Community Mental Health & University of Toronto

The **Guiding Stars Program** is a school-based resilience promotion program that was recently developed and based on the Handle with Care (HWC). HWC is an evidence-based program for families and caregivers of children 0-6 years that has been very successful in several provinces/territories. The development of the Guiding Stars program included the adaptation of the HWC program themes or building blocks. One of the steps in the adaptation of the HWC program for an older age group included an environmental scan of youth living in impoverished and underserved neighbourhoods. An adapted version of Children and Youth Resilience Measure (Ungar, 2016) was distributed to transition aged students who attended the Beyond 3:30 program located in 18 schools in Toronto Neighbourhood Improvement Areas. The results of this survey along with follow-up student and teacher focus groups informed the Guiding Stars program themes and activities.

Poster Exhibition at Lunch & Nutrition Breaks

Developmental Dynamics of Resiliency from Young to Older Adulthood

Dave Hiten, Claire Wilson, Sarah Babcock, Rachel Plouffe, Anita Feher, Donald Saklofske and Dr. Sandra Prince-Embury, Western University

By the year 2030, approximately 25% of Canada's population is expected to be over the age of 65. As one advances in life, their propensity to bounce back from negative events (resiliency) is essential to achieve positive physical and mental health. The present study assesses developmental dynamics of resiliency from emerging adulthood to older adulthood by assessing the factor structure and measurement invariance of the Resiliency Scale for Young Adults (RSYA) in two cross-sectional Canadian samples: 149 adults over the age of 65, and a convenience sample of 277 first-year undergraduate students. Specifically, we will assess configural, metric, scalar invariance of the RSYA in both samples, followed by assessment of mean differences and correlations between the two groups. Results will have implications for the developmental dynamics of resiliency from young adulthood to older adulthood, as well as the effectiveness of the RSYA in assessing this trait in different age groups.

The 3-Factor Model of Resilience: Mastery, Relatedness & Emotional Regulation

Roya Ghahremani & Dr. Kateryna Keefer, Trent University

Resiliency is the ability to overcome and grow through adversity. Three important factors that contribute to resilience include a sense of mastery, a sense of relatedness, and emotional regulation. Recently, a program known as Equine-Assisted Learning has emerged as a resiliency development tool. To test its empirical strength, this study administered Equine-Assisted Learning to groups of young women (ages 13-18) who have experienced maltreatment or exposure to intimate partner violence. They partook in 8 sessions of Equine-Assisted Learning, and their three resiliency factors were measured pre and post-intervention, as well as at a 1-month longitudinal follow-up. Participation and positive experiences in the program were associated with increased social and emotional competencies, and higher sense of mastery and relatedness. This study has implications for the future development of community-based resiliency interventions for at-risk youth.

Poster Exhibition at Lunch & Nutrition Breaks

Emotional Competencies in Mothers & Children and Their Relationship with Children's Somatic Symptoms

Alicja Zaniewski, Trent University

Proper development of emotional competencies is a crucial step in building resilience. Young children learn emotion regulation skills by modeling and internalizing their caregivers' emotional competencies. Inadequate emotional competency transfer from parents can lead to insufficient development of these competencies in children, which can have severe consequences on multiple domains of their lives, including physical wellbeing. This study examined emotional competencies in primary caregivers and their children, and their relationship to child somatic symptoms. Participants were mothers of children 4 to 11 years old recruited in the community. Mothers completed measure of self and child emotional competencies and child somatic symptoms. The results revealed moderate associations between mother's emotion regulation and child's somatic symptoms, as well as child's emotion regulation and somatic symptoms. These findings indicate that somatic symptoms in children are influenced by the emotional competencies not only of the child, but also of the child's mother.

Handle with Care Program: Promoting Resilience in At-Risk Communities

Dr. Nancy Cohen & Dr. Fataneh Farnia, University of Toronto

Handle with Care is an evidence-based, community program that is offered across Canada. The program assumes that every parent and caregiver have problem-solving skills and potential resources and wants what is best for the children in their lives. Communities include families living in remote, isolated areas, First Nations and immigrant/refugee communities. Handle with Care celebrates parenting and caregiving, and recognizes the value of every parent, caregiver, and child. Recent outcome data reported a positive outcome for parents and caregivers' mental well-being in terms of everyday parenting practices as well as self-care activities.

Poster Exhibition at Lunch & Nutrition Breaks

Resilience in Parents of Children with Disabilities: Role of Parental Attributions

Dr Jennifer Eastabrook, Trent University

Jesenia Duran, Trent University

Traditionally, research examining the impact on families having a child with a disability has focused on negative outcomes, such as increased levels of stress. Indeed, many studies have confirmed this, showing that parents having a child with a disability experience increased financial strain, caregiving demands, career adjustments, stigmatization, as well as increased concern regarding their child's future (e.g., overall quality of life). Because of this, many early conceptualizations of parent's experiences were deficit-based, building off of models related to stress and grief, and assessed using measures of maladaptation, such as depression. Despite the increased levels of stress that many families experience, more recent research has examined the positive aspects of having a child with a disability. For instance, many parents report increased feelings of personal strength and confidence, more meaningful relationships, increased sense of purpose, and greater pride in their child's accomplishments. Therefore, while parents of children with disabilities are at increased risk of stress and some struggle with the added pressures, others manage to function quite well, and even experience positive outcomes that they otherwise may not have. These individual differences in parental functioning are not well understood, however, recently have been examined using models of resilience. This research examines how parents causal attributions of stress influence their resilience. It is predicted that parents who attribute the cause of their stress as being external (this is not my fault), temporary (things won't always be this hard), and controllable (I can make this situation better), will be high in resilience. Data is being collected from a number of community agencies who support individuals with disabilities and their families. Results will help inform models of resilience, and provide practical support strategies for parents raising children with disabilities.

Building Internal Resilience Through Horses Program

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