Principles of Trauma- and Violence-Informed Care (TVIC)

There are four, inter-related principles of Trauma- and Violence-Informed Care:

1. Understand trauma, violence and its impacts on people’s lives and behavior
   - Organizational Policies & Procedures
     • Develop policies and processes to build a culture based on understanding of trauma and violence
     • Provide staff training on health effects of violence/trauma, and vicarious trauma
   - Individual Interactions
     • Be mindful of potential histories and effects (‘red flags’)
     • Handle disclosures appropriately:
       • believe the experience
       • affirm and validate
       • express concern for safety and well-being

2. Create emotionally and physically safe environments for all clients and providers
   - Organizational Policies & Procedures
     • Create welcoming space and intake processes; emphasize confidentiality and the person’s priorities
     • Seek service user input about safe and inclusive strategies
     • Support staff at-risk of vicarious trauma (e.g. peer support, check-ins, self-care programs)
   - Individual Interactions
     • Take a non-judgmental approach (make people feel accepted and deserving)
     • Foster connection and trust
     • Provide clear information and expectations

3. Foster opportunities for choice, collaboration and connection
   - Organizational Policies & Procedures
     • Have policies and processes that allow for flexibility and encourage shared decision-making and participation
     • Involve service users in identifying ways to implement services and programs
   - Individual Interactions
     • Provide real and meaningful care choices
     • Consider choices collaboratively
     • Actively listen, and privilege the person’s voice

4. Use a strengths-based and capacity-building approach to support clients
   - Organizational Policies & Procedures
     • Allow sufficient time for meaningful engagement
     • Provide program options that can be tailored to people’s needs, strengths and contexts
   - Individual Interactions
     • Recognize and help people identify strengths
     • Acknowledge the effects of historical and structural conditions
     • Teach skills for calming, centering and recognizing triggers

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