



Academic Continuity

Conversations with Program Reviewers (CPR)
July 21, 2020

Academic Programs Team
Campus Reviewer Contact Information:
<https://system.suny.edu/academic-affairs/acaproplan/app/find-your-campus-reviewer/>

***TRAUMA-INFORMED CARE FOR STAFF AND
STUDENTS IN THE MIDST OF A PANDEMIC***

Betsy Rodriguez, LCSW



Agenda:

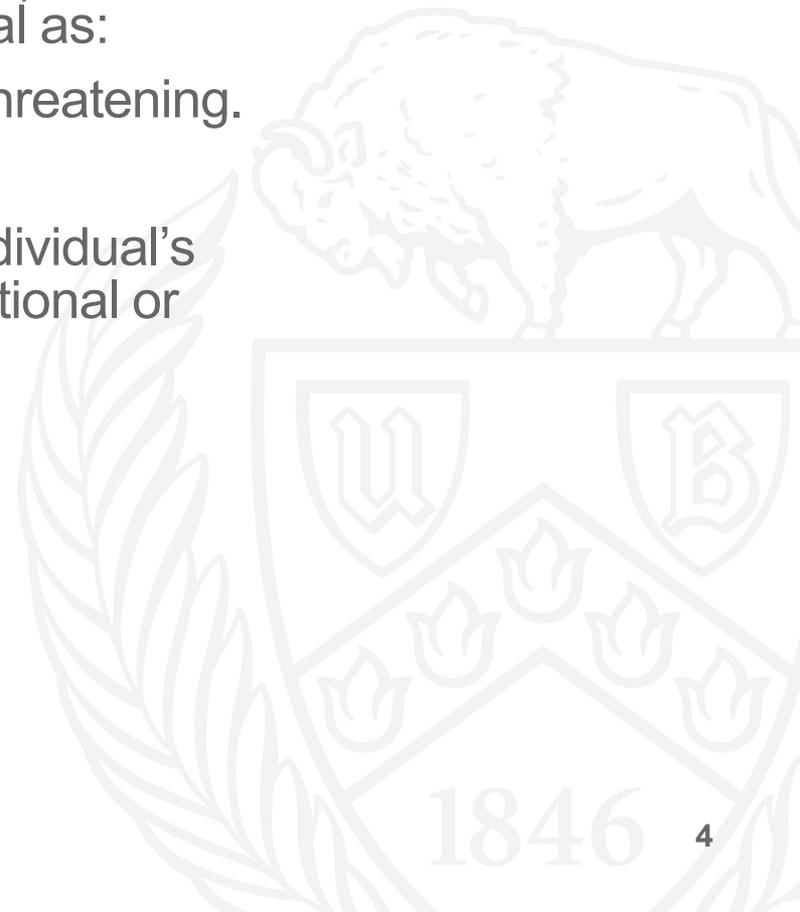
- Trauma
 - Definition
 - Statistics
 - Impact
- Trauma Informed Care and Practice
 - Stages
 - Shifting
- Responding to Staff/Students with Trauma
 - Virtual/In-person Classroom
 - Remote or In-office Workplace
 - Identifying Individuals in Distress



Definition of Trauma

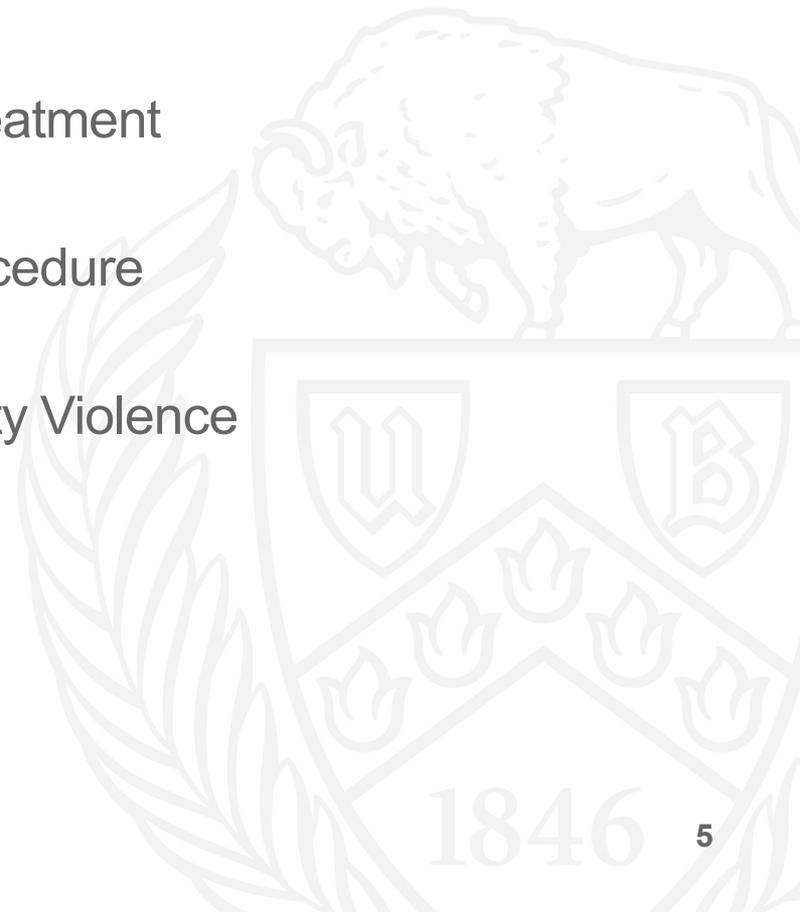
Psychological Trauma results from an event(s) or series of circumstances experienced by an individual as:
physically and/or emotionally harmful or life threatening.

Trauma has lasting adverse effects on the individual's functioning and mental, physical, social, emotional or spiritual well being.



Types of Trauma (1)

- Physical or Sexual Abuse or Assault
- Emotional Abuse or Psychological Maltreatment
- Neglect
- Serious Accident, Illness, or Medical Procedure
- Traumatic *Grief* or Separation
- Victim or Witness to Domestic/Community Violence
- School Violence or Bullying



Types of Trauma (2)

- Natural or Manmade Disasters
- Historical/Racial Trauma
- Forced Displacement (foster care/refugees)
- War, Terrorism, or Political Violence
- Military Trauma
- System-Induced Trauma and Re-traumatization



Historical Trauma within the Cultural Context

“The cumulative emotional and psychological wounding over the lifespan and across generations, emanating from massive group trauma.”

“‘Culture’ extends beyond the identification of ... race and ethnicity to include other variables such as faith/religion, sexual orientation, region of residence, and level of acculturation and closely related factors such as socioeconomic status and literacy level.”

Directly Quoted from https://www.nationallatinonetwork.org/images/Trauma-Informed-Principles-through-a-Culturally-Specific-Lens_FINAL.pdf

Culturally Sensitive Trauma Informed Care

What is Culturally-Sensitive Trauma-Informed Care?

1. Care that acknowledges, respects, and integrates students' cultural values, beliefs, and practices.

Research suggest cultural factors can influence the biopsychosocial experience of trauma and traumatic stress reactions.

Ethnocultural factors play an important role in an individual's vulnerability to, and experience and expression of traumatic stress, as well as one's response to trauma treatment.

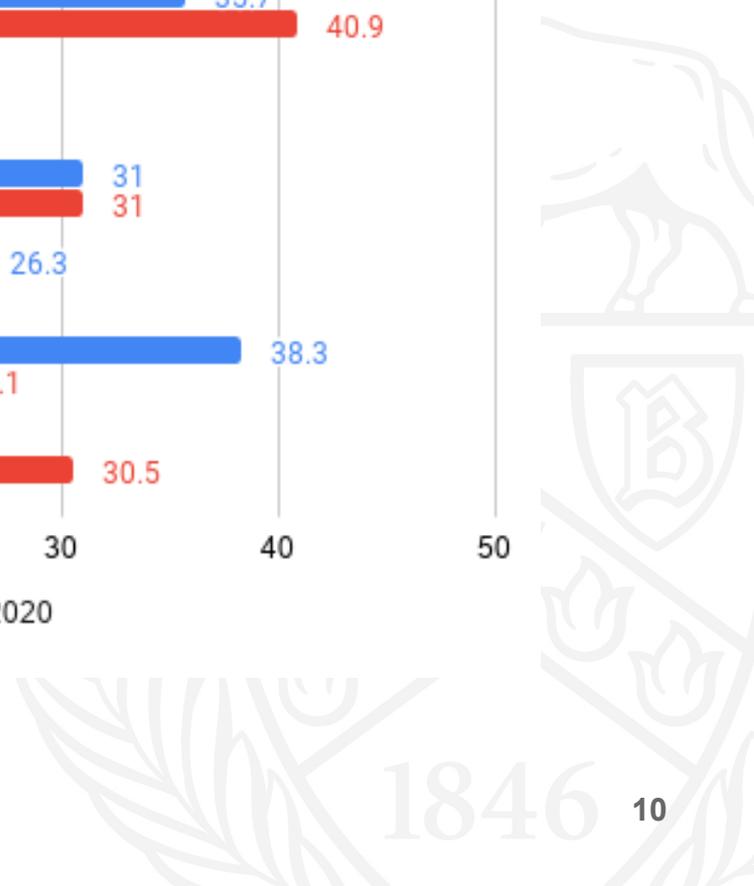
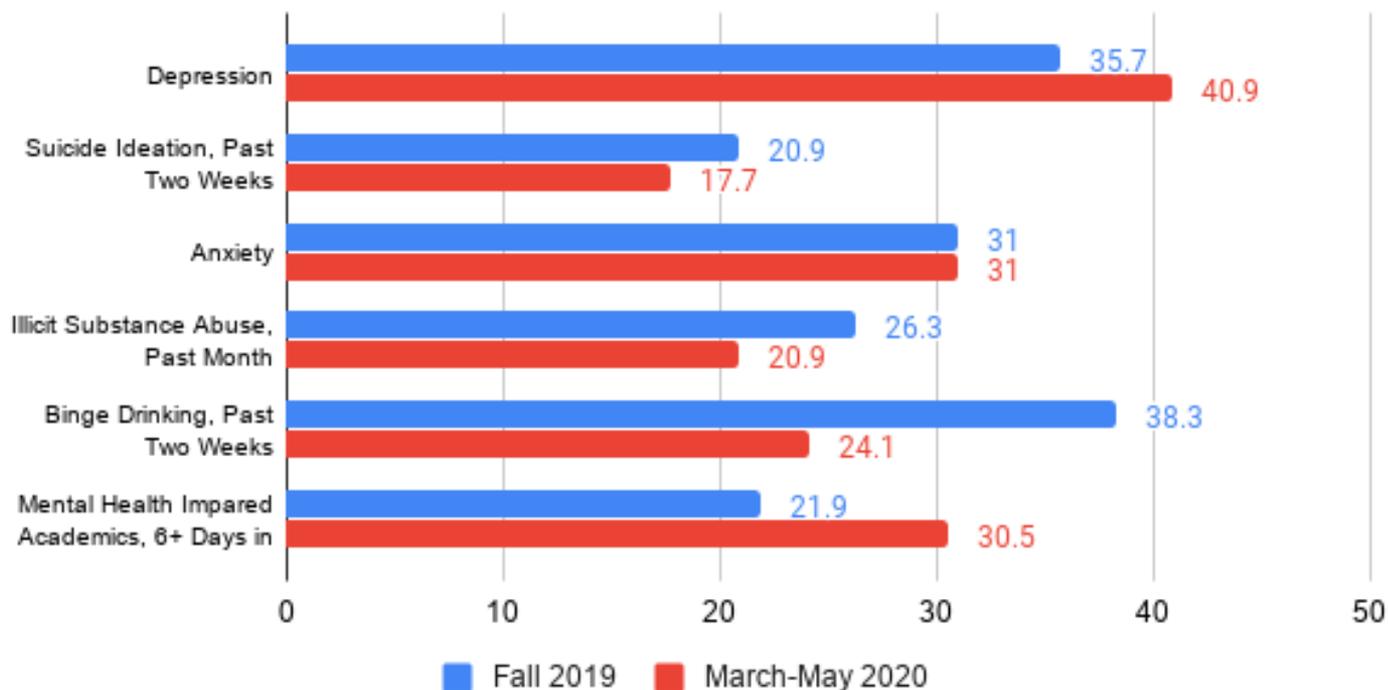


Effects of the Pandemic on College Students

- 66% Financial stress due to the pandemic
- 36% Moved to a new living situation
- 65% Concerned about a person they care about contracting COVID
- 26% Concerned about contracting COVID
- 69% Report campus administration has been supportive during the pandemic
- 78% Report professors have been supportive

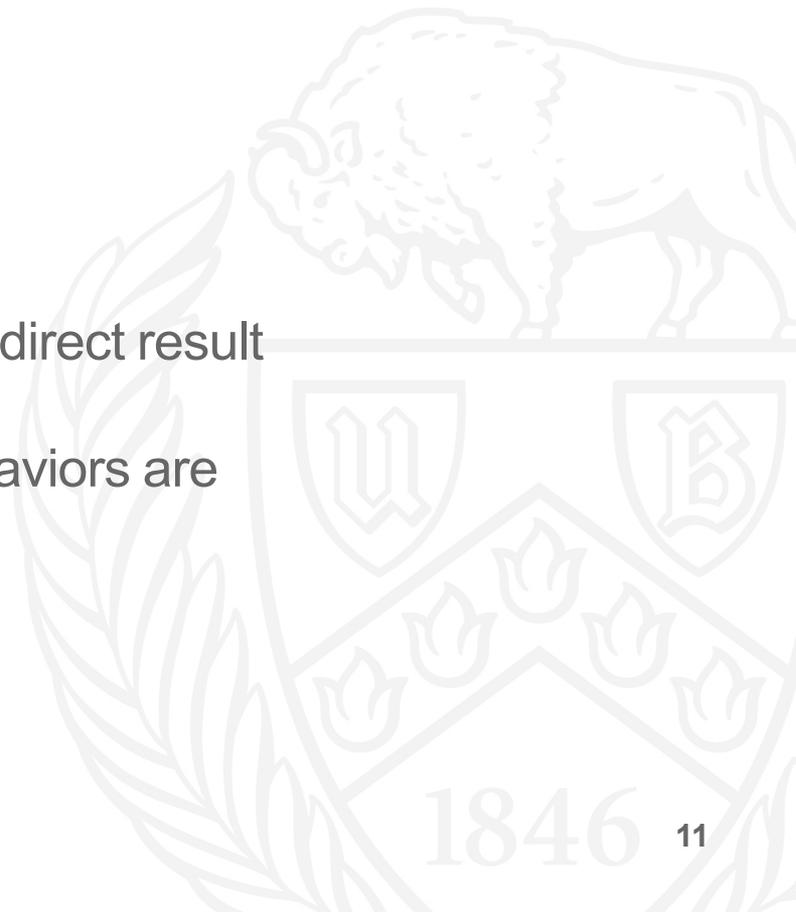
<https://www.insidehighered.com/news/2020/07/13/survey-finds-higher-prevalence-depression-among-students-and-difficulties-accessing>

Percentage of Students Reporting Mental Health and Substance Abuse Issues, Fall 2019 v. Spring 2020



How Trauma Affects Individuals

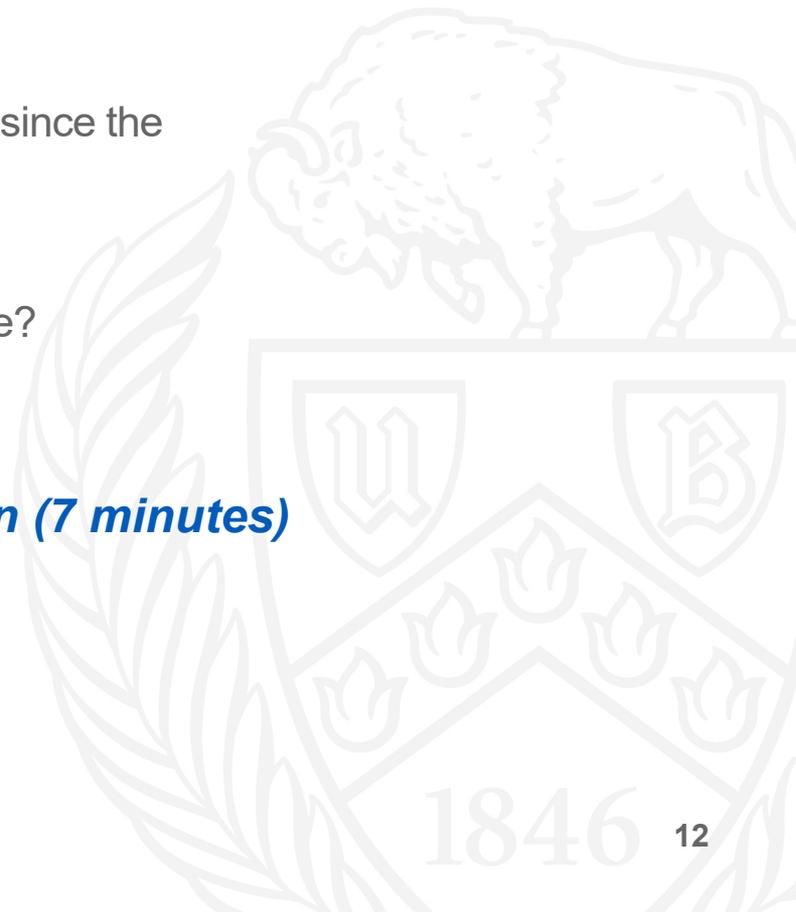
- World View
- Development of the brain
- Attachment
- Self Esteem
- Behaviors
 - Unhealthy behaviors can develop as direct result of coping with adverse experiences
 - What we identify as maladaptive behaviors are misapplied survival skills



Break Out Room Session (1 of 3)

- Introduce yourself: Name, University, Title/Role
- What changes have you seen in your staff/students since the pandemic?
- How has the pandemic affected your work?
- What has helped you to function well during this time?

Break Out Room Discussion (7 minutes)



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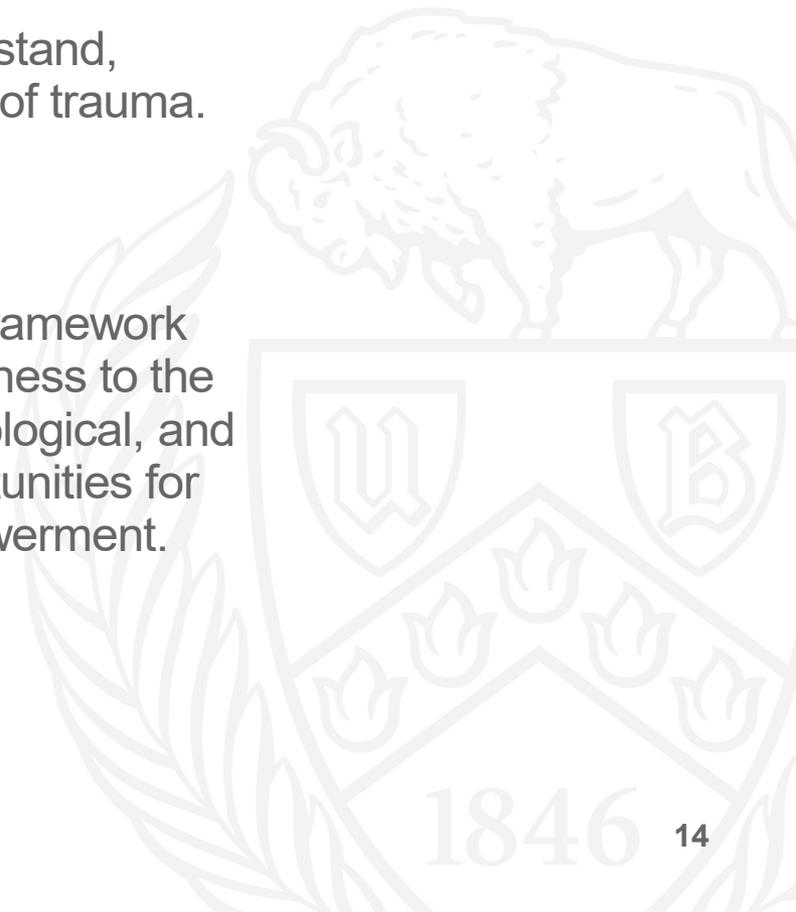
From Breakout Room Discussion (1 of 3)



Trauma Informed Care and Practice

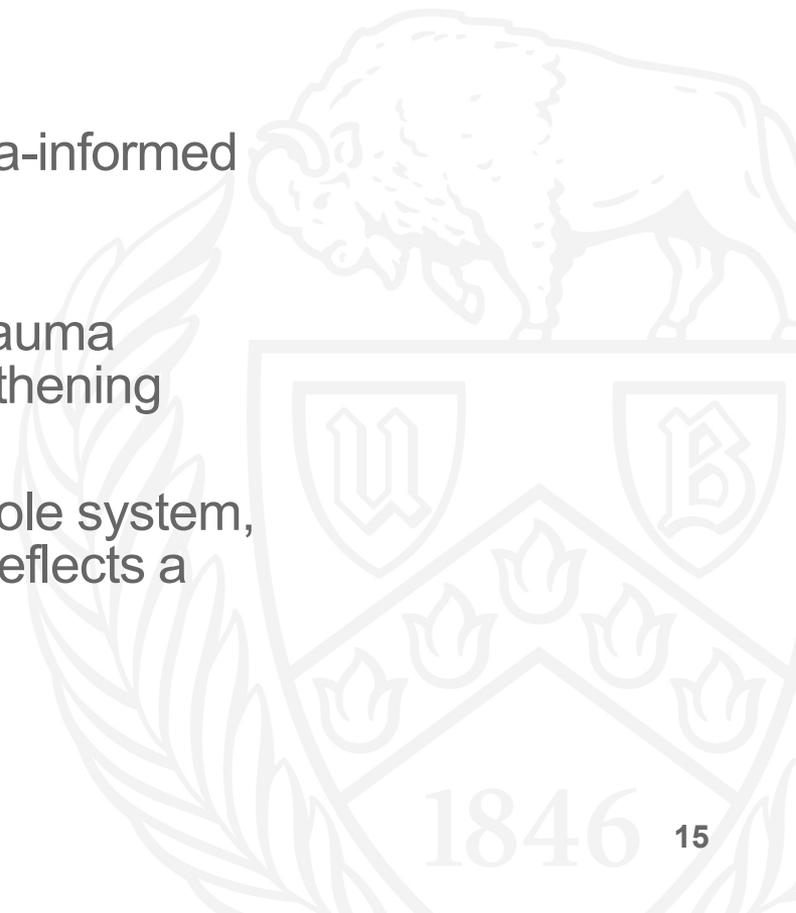
When an organization is structured to help understand, recognize, and respond to the effects of all types of trauma.

Trauma Informed Practice is a strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma. It emphasizes physical, psychological, and emotional safety for everyone and creates opportunities for survivors to rebuild a sense of control and empowerment.



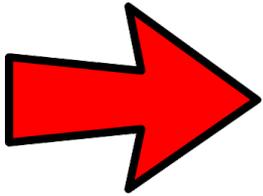
Stages of Trauma Informed Care and Practice

- **Trauma aware:** Staff understand trauma, its effects and survivor adaptations.
- **Trauma sensitive:** The workplace can operationalize some concepts of a trauma-informed approach.
- **Trauma responsive:** Individuals and the organization recognize and respond to trauma enabling changes in behavior and strengthening resilience and protective factors.
- **Trauma informed:** The culture of the whole system, including all work practices and settings reflects a trauma-informed approach



Shift in thinking from:

What's wrong with this individual?



What happened to this individual?



Elements of Trauma Informed Care



Chart by the Institute on Trauma and Trauma-Informed Care (2015)

Retraumatization

WHAT HURTS?

SYSTEM (POLICIES, PROCEDURES, "THE WAY THINGS ARE DONE")	RELATIONSHIP (POWER, CONTROL, SUBVERSIVENESS)
 HAVING TO CONTINUALLY RETELL THEIR STORY	 NOT BEING SEEN / HEARD
 BEING TREATED AS A NUMBER	 VIOLATING TRUST
 PROCEDURES THAT REQUIRE DISROBING	 FAILURE TO ENSURE EMOTIONAL SAFETY
 BEING SEEN AS THEIR LABEL (I.E. ADDICT, SCHIZOPHRENIC)	 NON-COLLABORATIVE
 NO CHOICE IN SERVICE OR TREATMENT	 DOES THINGS FOR RATHER THAN WITH
 NO OPPORTUNITY TO GIVE FEEDBACK ABOUT THEIR EXPERIENCE WITH THE SERVICE DELIVERY	 USE OF PUNITIVE TREATMENT, COERCIVE PRACTICES AND OPPRESSIVE LANGUAGE

Chart by the Institute on Trauma and Trauma-Informed Care (2015)



Break Out Room Session (2 of 3)

What Elements of Trauma Informed Care are you already Practicing in Your University/Department?

- Do you provide a clear/appropriate message about rights and responsibilities?
- If an individual has a problem do they have to continually retell there story to get the help?
- Are staff/students given choices in how they do their work?
- How are you collaborative?
- How do you seek feedback form staff/students?

Break Out Room Discussion (7 minutes)

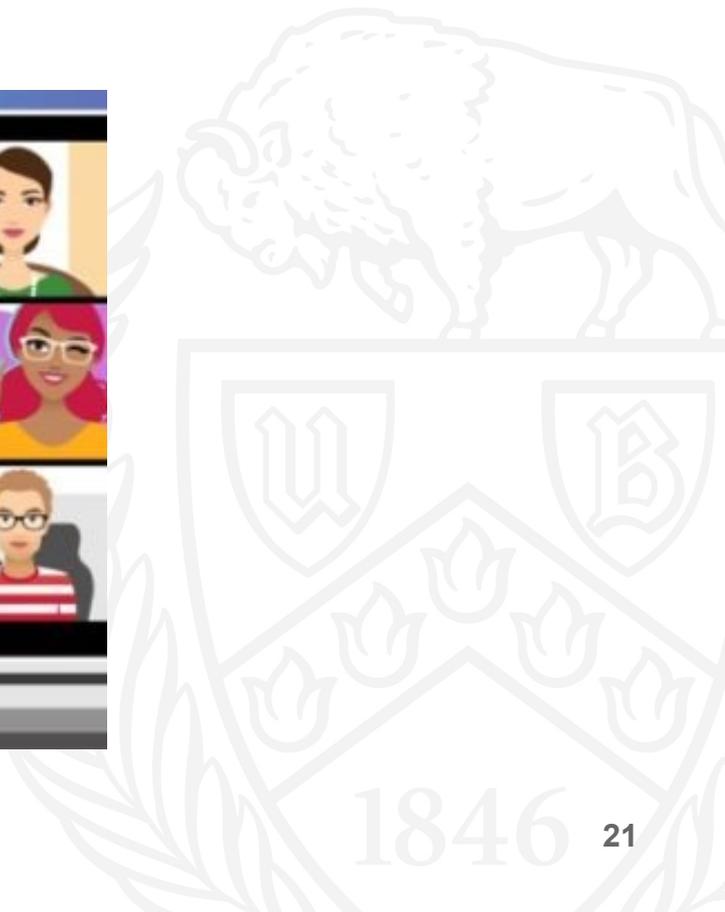


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From Breakout Room Discussion (2 of 3)



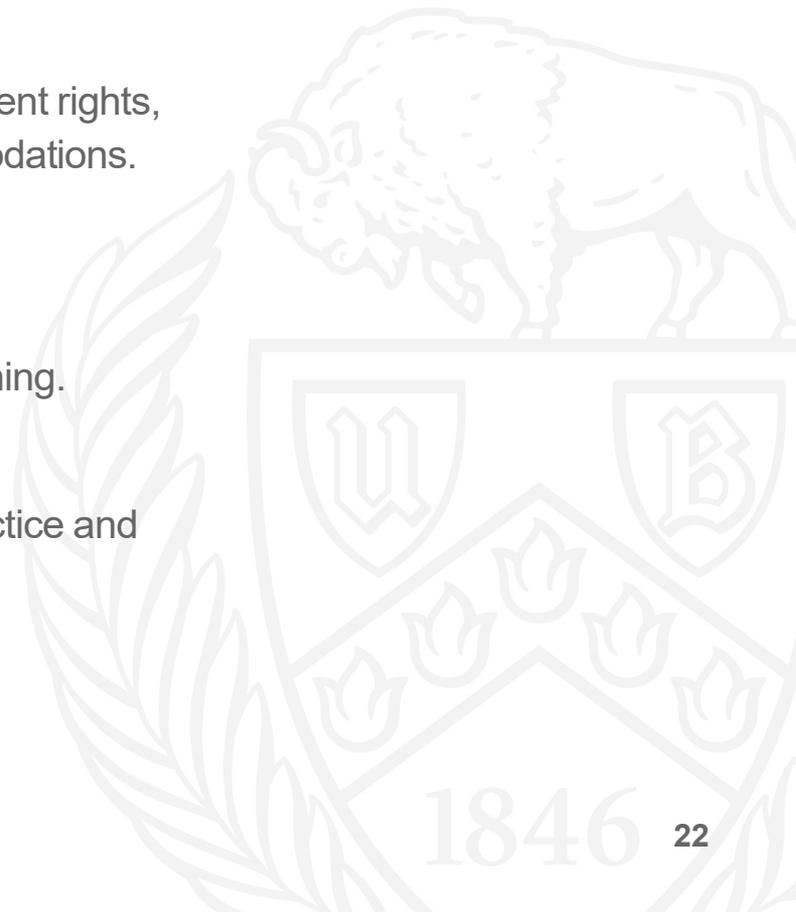
Trauma Informed Care in the Teaching



Building Safety and Trust with Students by:

- Be consistent and predictable with your syllabus, activities, and assignments
- Provide clear and precise information pertaining to student rights, responsibilities, and processes for requesting accommodations.
- Give students limited choices when possible.
- Know students' names.
- Listen to students' stories and modeling respectful listening.
- Be available for questions and concerns.
- Help students to view mistakes as opportunities for practice and growth.

Directly Quoted from <http://www.cccstudentmentalhealth.org/main.php>



Building Relationship with Students

Work to develop a relationship with the student by using soft counseling skills and recognizing when students need more than your expertise:

- Attending to what the student is saying
- Asking Clarifying and Open-ended Questions
- Paraphrasing, Reflecting, and/or Summarizing what the student said
- Maintaining Good Eye Contact with Open Body Posture
- Using the student's language to address or frame their concern
- Pay attention to vocal tone
- Empathic understanding



Identifying Students in Distress and/or with Trauma

- Changes from baseline
- Statements of risk
- Depressed mood
- Changes in sleeping and eating patterns
- Loss of interest usual activities
- Fatigue or loss of energy
- Diminished ability to think or concentrate
- Thoughts of death or suicide
- Inappropriate or hostile behavior
- Threats made towards others



Responding to Distressed Students

- Early response
 - De-escalating conversations
 - Calm tone
 - Do not debate
 - Private Setting
 - Time
 - Directly ask the questions
- Enlist outside resources
 - When student is a threat to others
 - Imminent risk
- Limit Setting & Safety

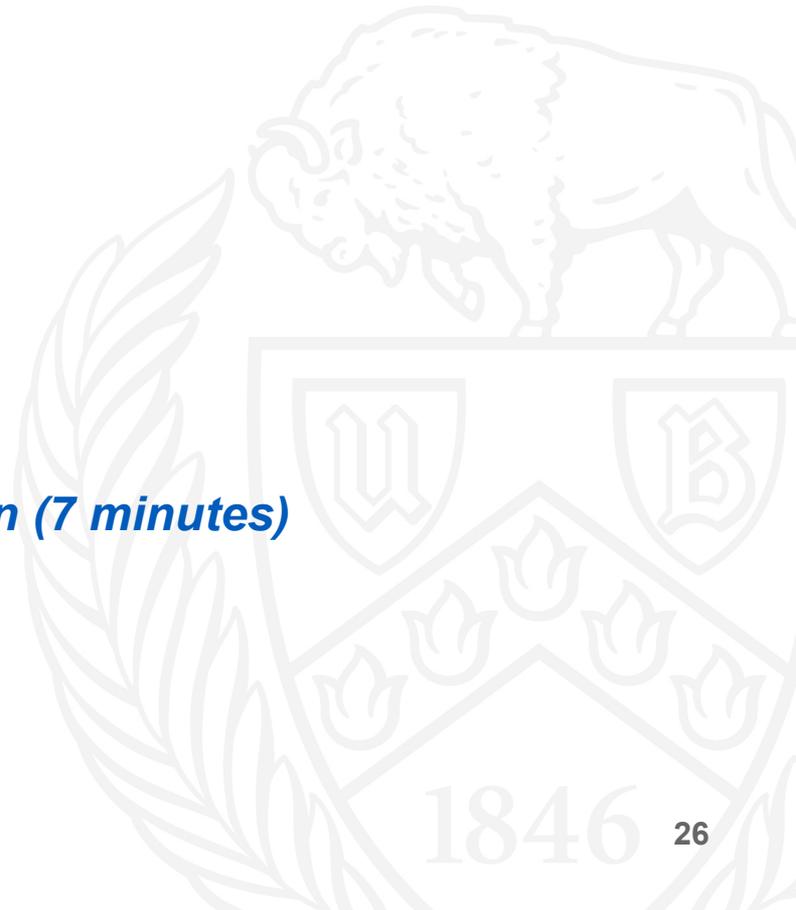


Break Out Room Session (3 of 3)

How Do You Respond to Distressed Students

- What are your boundaries?
- What are your limits?
- What do you feel comfortable doing?
- What are you willing to do?

Break Out Room Discussion (7 minutes)



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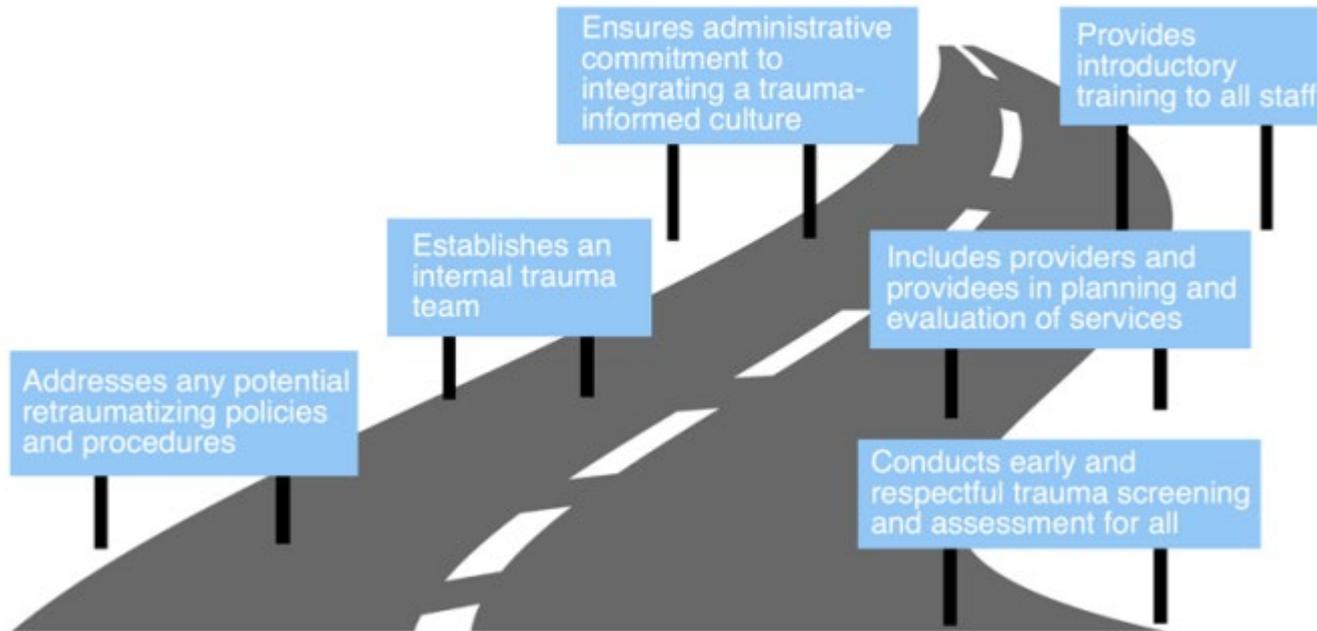
From Breakout Room Discussion (3 of 3)



The Road to Trauma-Informed Care (TIC)

Trauma-Informed Care calls for a change in organizational culture, where an emphasis is placed on understanding, respecting and appropriately responding to the effects trauma at all levels.

(Bloom, 2010)



(Fallot & Harris, 2001)

Questions/Comments



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(Substance Abuse and Mental Health Services Administration [SAMHSA], 2012, p. 7).

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<https://socialwork.buffalo.edu/content/dam/socialwork/social-research/ITTIC/TIC-whitepaper.pdf>

<http://www.traumainformedcareproject.org/>

<http://socialwork.buffalo.edu/social-research/institutes-centers/institute-on-trauma-and-trauma-informed-care/what-is-trauma-informed-care.html>

<http://www.cccstudentmentalhealth.org/main.php>

<http://www.cccstudentmentalhealth.org/docs/CCCSMHP-Collaboration-Toolkit-BMHD.pdf>

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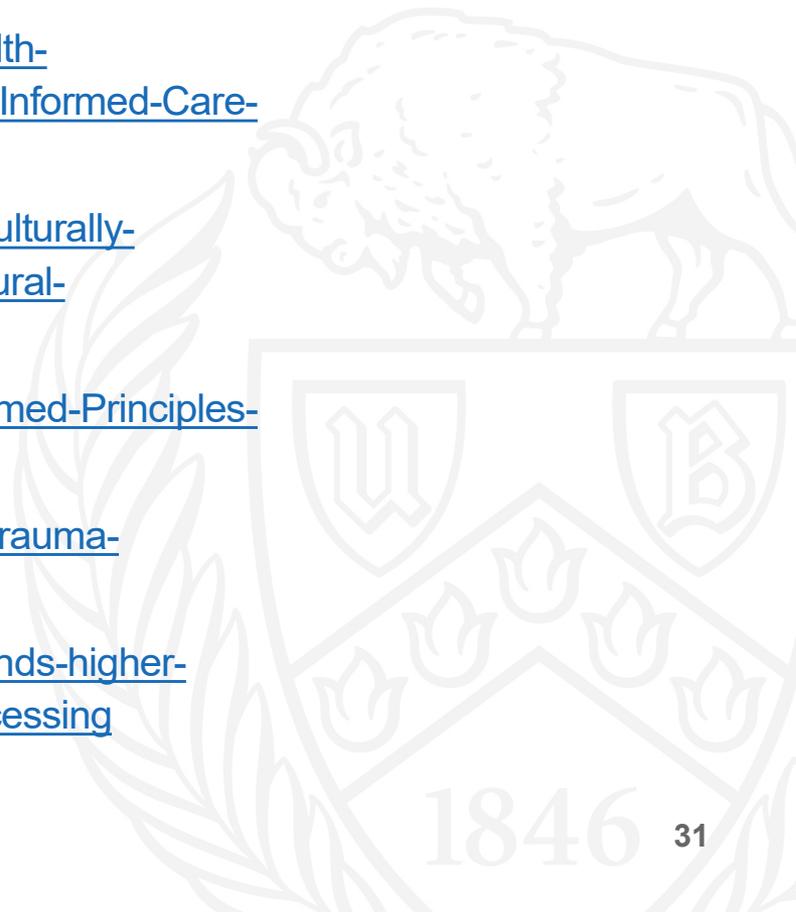
<https://www.blueknot.org.au/Workers-Practitioners/For-Health-Professionals/Resources-for-Health-Professionals/Trauma-Informed-Care-and-practice>

<https://www.healthcaretoolbox.org/cultural-considerations/culturally-sensitive-trauma-informed-care/12-health-care-toolbox/cultural-considerations.html>

https://www.nationallatinonetwork.org/images/Trauma-Informed-Principles-through-a-Culturally-Specific-Lens_FINAL.pdf

<https://educationnorthwest.org/sites/default/files/resources/trauma-informed-practices-postsecondary-508.pdf>

<https://www.insidehighered.com/news/2020/07/13/survey-finds-higher-prevalence-depression-among-students-and-difficulties-accessing>



Resources

- SUNY Health Alert: <http://suny.edu/health-alert>
- SUNY Remote Learning Resources: <https://online.suny.edu/covid19/>
- SUNY Academic Programs: <https://system.suny.edu/academic-affairs/acaproplan/app/>
- Middle States: <https://www.msche.org/covid-19/>
- NYSED, General: <http://www.nysed.gov/college-university-evaluation/news/nysed-coronavirus-guidance-colleges-and-universities>
- NYSED, Professions: <http://www.op.nysed.gov/COVID-19.html>
- USDE: <https://www.ed.gov/coronavirus>
- The Academic Programs Team (David Cantaffa, Lenora German, Ann Hawkins, Fred Hildebrand, Dan Knox, Deb Moeckel, Lisa Montiel, Phil Ortiz, Angela Pagano, Susan Panetta, Laura Trottier): program.review@suny.edu and/or <https://system.suny.edu/academic-affairs/acaproplan/app/find-your-campus-reviewer/>