

Trauma Informed Response for Professionals

Developed by the Sexual Assault Prevention and
Education Center

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Learning Outcomes



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Trauma Informed Response for Professionals addresses trauma from a broad scope; however, reflecting on trauma and trauma response can be difficult for some participants.

It is the expectation that training participants will experience work during this session, it is not intended to cause emotional pain.

Please utilize self care practices as needed throughout the training.

Content Warning

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What is Trauma?

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Categories of Trauma



PERCEPTION

An event that leaves a person feeling overwhelmed, out of control, helpless and which one perceives as threatening.

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- **ACUTE**
Recent/One Time/Situational
- **COMPLEX**
Multiple/Extended Period
- **HISTORICAL**
Cumulative Generational Impact
- **SANCTUARY**
Disruption of "Safe" Setting
- **VICARIOUS**
Negative Reaction to Exposure

“

I don't want to get into
splitting hairs. Trauma is
trauma. I'm not in a
position to quantify or
qualify people's trauma.

TARANA BURKE, 'me too. founder

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Collateral Damage of Trauma and Stress

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- INTRUSIVE THOUGHTS
- INCREASED STARTLE RESPONSE
- AVOIDANCE
- SHORT TERM MEMORY DISRUPTION
- FLAUNTED AFFECT OR EMOTIONAL OUTBURST
- DIFFICULTY MAKING DECISIONS
- RELATIONSHIP PROBLEMS
- CONCENTRATION ISSUES
- PROBLEMS SETTING BOUNDARIES

Neurobiology of Trauma

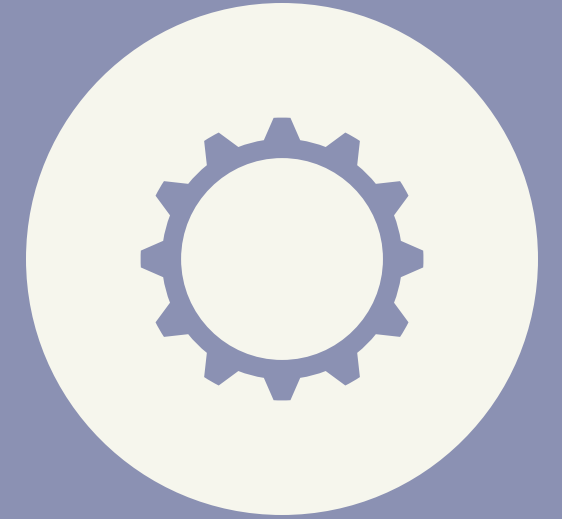
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What You Don't See Matters

PRE FRONTAL CORTEX, Hippocampus, & Amygdala

HPA AXIS HORMONE

24 HOUR HORMONE "DUMP"



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PHYSICAL



COGNITION



EMOTIONAL



SOCIAL

Symptom Identification

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“What is Wrong With You?”

“What Happened To You?”

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TOGETHER,
WE CAN FIND A CURE
FOR THE PHRASE,
"WHAT DOESN'T KILL YOU
MAKES YOU STRONGER."



WHEN LIFE
GIVES YOU LEMONS,
I WON'T
TELL YOU A STORY
ABOUT MY
COUSIN'S FRIEND
WHO DIED
OF LEMONS.

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THINGS
WELL-INTENTIONED
PEOPLE SAY...



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Trauma-Informed Approach

- Prevents re-traumatization
- Promotes healing
- Supports student success



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Core Principles of Trauma-Informed Approach

- Safety
- Trustworthiness
- Choice
- Collaboration
- Empowerment

LISTEN MORE THAN YOU
TALK

NORMALIZE AND VALIDATE

PROVIDE CHOICES

BE SUPPORTIVE

KEEP IT PRIVATE - NOT
CONFIDENTIAL

DON'T OFFER MORE THAN
YOU CAN DO

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"Thank you for trusting me with this"

"I know of some resources and people who can help,
would you be open to me sharing that information
with you right now"

"I hear you say that _____ makes you feel _____."

"I could never completely understand what you are
going through, but I am here to help and support you
if that would be okay."

"Because I am a mandated reporter and I am worried
for your safety, I have to talk to my supervisor about
what you shared with me. You are still in control and
don't have to talk to anyone if you don't want to."



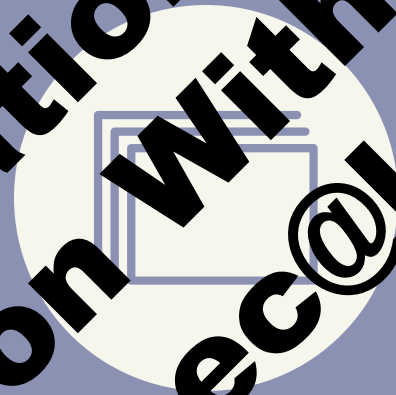
NORMALIZE
& VALIDATE



MAINTAIN
PRIVACY



PROVIDE CHOICES
AND BE SUPPORTIVE



BOUNDARIES &
LIMITATIONS

*Symptom
Identification*

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“What is Wrong With You?”

“What Happened To You?”

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Trauma-Informed Policy Actions

TRADITIONAL

All students must vacate the residence hall by 5pm on Friday of finals week.

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TRAUMA INFORMED

Residence hall close at 4pm on Friday of finals week, contact your RA if you need an alternative housing.

Trauma-Informed Policy Actions

TRADITIONAL

All appointments must be scheduled in advance, no walk-ins will be seen.

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TRAUMA-INFORMED

Intentional staffing patterns to allow for walk-in accommodations if needed.

Trauma-Informed Policy Actions

TRADITIONAL

Requires all students to take online sexual violence awareness training.

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TRAUMA INFORMED

Provides and advertises a confidential alternative to online training that does not require abuse disclosure.

Situational Review

Jamie has been missing assignments, coming distracted, and struggling with physical illness. Jamie schedules an appointment with an advisor. When the advisor shuts the door Jamie breaks down. The advisor hands Jamie a tissue and says, "don't cry, whatever it is we can fix it."

Jamie discloses a long story about a variety of traumatic experiences throughout this semester.

The advisor tells Jamie, "everything will be okay, but you have to speak to someone in the counseling department for help with your problem if you want to be successful in college. Thank you for sharing this with me."

Jamie leaves the office with a resource number for the campus counseling department's appointment line.

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Questions?

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