

Trauma-informed teaching and learning, and self-care for higher ed faculty and staff

Wednesday, May 19, 2021 @ 2:00pm ET

Matthea Marquart, Jalana Harris, Johanna Creswell Báez, Dawn Shedrick



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Webinar | Trauma-Informed Teaching and Learning, and Self-Care for Higher Ed Faculty and Staff

Hosted by the Online Administration Network

Join us for an interactive conversation that's highly relevant for our pandemic age. The panelists will share the principles of trauma-informed teaching and learning (TITL), ways to apply TITL principles to online teaching, and self-care strategies for faculty and staff. The panelists are authors of recent articles on these topics, and will invite participants to share their own examples and experiences.

Panelists:

- Dawn E. Shedrick, LCSW-R, Adjunct Lecturer, Columbia University School of Social Work and CEO of JenTex Training & Consulting
- Jalana S. Harris, PhD, LCSW-R, Lecturer, Columbia University School of Social Work
- Johanna Creswell Báez, PhD, LCSW, Manager of Course Development, Columbia University School of Social Work
- Matthea Marquart, MSSW, Assistant Dean, Online Education, Columbia University School of Social Work

Your Presenters



Dawn E. Shedrick, LCSW-R

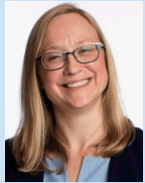
Adjunct Lecturer, Columbia University School of Social Work

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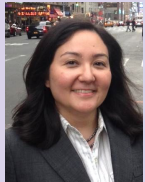
Jalana S. Harris, PhD, LCSW-R

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AGENDA

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|---|---|
| 1 | Welcome, agenda, and introductions |
| 2 | Trauma-informed teaching & learning |
| 3 | Q&A and discussion |
| 4 | Self-care for higher ed faculty & staff |
| 5 | Q&A and discussion |
| 6 | Wrap up and thank you |

Please feel free to chat throughout this session

- A lot of the value of webinars is in connecting with each other and sharing ideas

One-minute break: Check-in Choice!

One thing
that has
brought
you hope

One thing
that has
been
difficult

One act of
kindness
you have
seen/done

One tasty
snack you
have had
recently

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Trauma-Informed Online Teaching: Essential for the Coming Academic Year

Matthea Marquart, MSSW,
Janice Carello, PhD, LMSW,
and Johanna Creswell Báez,
PhD, LCSW



“Trauma shows up in the classroom in many ways, and for students it may lead to behaviors that challenge teachers.... TITL is an approach to college curriculum delivery that involves adopting a set of trauma-informed principles to inform educational policies and procedures. The principles are specific enough to provide a useful framework but general enough to be adapted for and operationalized within a variety of virtual and face-to-face settings.”

Article link:

<https://www.socialworker.com/feature-articles/education--credentials/trauma-informed-online-teaching-essential-coming-academic-year/>

How does trauma show up in classes?

Trauma in postsecondary learners: What you might see

- Difficulty focusing, attending, retaining, and recalling
- Tendency to miss a lot of classes
- Challenges with emotional regulation
- Fear of taking risks
- Anxiety about deadlines, exams, group work, or public speaking
- Anger, helplessness, or dissociation when stressed
- Withdrawal and isolation
- Involvement in unhealthy relationships

Source: Hoch et al., 2015.

SAMHSA's Trauma-Informed Approach

“A program, organization, or system that is trauma-informed **realizes** the widespread impact of trauma and understands potential paths for recovery; **recognizes** the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and **responds** by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively **resist re-traumatization**.”

Source: Substance Abuse and Mental Health Services Administration (2014). *SAMHSA's concept of trauma and guidance for a trauma-informed approach*. Rockville, MD: Substance Abuse and Mental Health Services Administration. Retrieved from <http://store.samhsa.gov/product/samhsas-concept-trauma-and-guidance-trauma-informed-approach>

Trauma-Informed Educational Practice

- **Maxine Harris and Roger Fallot (2001) the founders of trauma-informed approaches.** Developed to improve clinical practice and social service delivery.
- **University of Buffalo School of Social Work, Trauma-informed and Human Rights Approach:** Dr. Lisa Butler & Dr. Janice Carello (formerly University of Buffalo, Edinboro University of Pennsylvania, Department of Social Work)
- **To be trauma-informed in education:**
 - a) to understand the ways in which violence, victimization, and other forms of trauma can impact all members of the campus community, and
 - b) to use that understanding to inform policy, practices, and curricula for two main purposes: 1) minimize the possibilities of (re)traumatization, and 2) maximize the possibilities of educational and professional success (adapted from Butler, Critelli, & Rinfrette, 2011; Carello & Butler, 2014, 2015; Harris & Fallot, 2001).

Trauma-Informed Educational Practice

The goal of **Trauma-Informed Educational Practice (TIEP)** is to **remove possible barriers to learning, not to remove traumatic, sensitive, or difficult material from the curriculum (Carello & Butler, 2015).**

Trauma-Informed School, Program or Department

A trauma-informed school, program, or department:

- **Realizes** the likelihood that many students, educators, and staff have experienced at least one traumatic event in their lifetime
- **Recognizes** signs and symptoms of various forms of trauma (e.g. PTSD, complex trauma, vicarious trauma) and understands distinct vulnerabilities across populations and individuals within context (e.g. children, racial/ethnic minorities, immigrants and refugees, LGBTQ community members, religious minorities, veterans, people who live in poverty)
- **Respects** students, educators, and staff by supporting their resilience and learning
- **Responds** empathically, using trauma-informed principles to inform all policies and practices
- **Resists** policies and practices that are retraumatizing

(Adapted from Carello, 2018; Carello, 2016; Carello & Butler, 2015; SAMHSA, 2014)

Trauma-Informed Teaching & Learning (TITL) Principles

Physical, Emotional, Social, & Academic Respect	Trustworthiness & Transparency	Support & Connection	Collaboration & Mutuality	Empowerment, Voice, & Choice	Cultural, Historical, & Gender Contexts	Resilience, Growth, & Change
Efforts are made to create an atmosphere that is respectful and accepting for all class members in both individual and group interactions, including opportunities to make and learn from mistakes.	Trust and transparency are enhanced by making course expectations clear, ensuring consistency in practice, and maintaining appropriate boundaries.	All class members are connected with appropriate peer and professional resources to help them succeed academically, personally, and professionally.	All class members act as allies rather than as adversaries to help ensure one another's success. Opportunities exist for all class members to provide input, share power, and make decisions.	All class members emphasize strengths and resilience over deficiencies and pathology; they empower one another to make choices and to develop confidence and competence.	All class members strive to be responsive to historical, cultural, and gender contexts in order to respect one another's diverse experiences and identities.	All class members recognize each other's strengths and resilience, and they provide feedback to help each other grow and change.

Handout downloadable here: <https://doi.org/10.7916/d8-gc9d-na95>

Adapted from: Carello, J. (2019). *Examples of trauma-informed teaching and learning in college classrooms*. <https://traumainformedteachingblog.files.wordpress.com/2020/03/examples-of-titl-in-college-classrooms-3.2020-color-3.pdf>

Trauma-Informed Teaching

What can this look like during a global health crisis?

Principle and Example	Further Practices
Physical, Emotional, Social and Academic Respect: Acknowledge, normalize, and discuss difficult topics that are coming up in their community and in the news.	<ul style="list-style-type: none">• Provide content warnings and note the difficult crisis we are all in together• Ask students what they found to be difficult: listen and empathize• Acknowledge that feelings of overwhelm and helplessness (and others) may arise, note that seeing other students' feelings may be triggering for some students• Think about how to balance this time with also covering course content
Trustworthiness & Transparency: Create class routines or rituals.	<ul style="list-style-type: none">• Create structured break times and a class agenda that is shared• Create a ritual that you do in each class, such as starting with a 15-minute class check-in discussion and ending with validations

Trauma-Informed Teaching - Cont.

What can this look like during a global health crisis?

Principle and Example	Further Practices
<p>Support and Connection: Conduct regular check-ins with students to help determine how students are doing and if adjustments or supports are needed.</p>	<ul style="list-style-type: none">• Let your students know that you are there for them• Check-in and follow up in with students who express concerns• Provide referral information for campus resources, such as advising, writing services, etc.
<p>Collaboration & Mutuality: Have class members provide input, share power and make decisions.</p>	<ul style="list-style-type: none">• Facilitate student-led discussions and activities• Use student feedback to inform/revise your present and future classes• Invite students to collaborate on revising policies, assignments, and grading

Trauma-Informed Teaching- Cont.

What can this look like during a global health crisis?

Principle and Example	Further Practices
<p>Empowerment, Voice, and Choice: Build in choices where possible. Remind each other that it is okay to “take a break.”</p>	<ul style="list-style-type: none">• Develop individualized quick break tools: taking a breath, stepping away for a few minutes, and helping students figure out one that works for them.• Allow students to choose their own short break times during a class
<p>Cultural, Historical, & Gender Contexts: Respect one another’s diverse experiences and identities.</p>	<ul style="list-style-type: none">• Note that each student might be going through something different: Caregiving for others, sick themselves, without access to technology, struggling with finances, etc. Provide compassion for the range of diverse experiences and struggles.• Acknowledge that particular populations may be targeted and face racism, such as people who look Asian during the COVID-19 pandemic or that black and Latino Americans have been disproportionately affected from COVID-19. Take action, provide support, and compassion.

Trauma-Informed Teaching - Cont.

What can this look like during a global health crisis?

Principle and Example	Further Practices
<p>Resilience, Growth, & Change: Recognize our individual and collective strength and resilience.</p>	<ul style="list-style-type: none">• Practice compassion by conveying warmth and support in your communications with students.• Use hopeful and optimistic language, laugh when you can• Point out what was done well- in class and with assignments

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- | | |
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Q&A and discussion

- Please feel free to type questions into the chat

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Self-care vs. Reasonable workload & systemic issues

Note: This presentation topic does not seek to absolve institutions of the responsibility to treat faculty with respect and establish reasonable expectations for workload.

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PRE - PANDEMIC

WORK LIFE

NOW

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6w

whatmattersforkids This literally had

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FEBRUARY 26

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lizandmollie Ok thanks...

It's healthy to invest in your resilience, but too often we're told: If you just think differently, you'll immediately feel differently and all your worries will go away. Sometimes the best thing to do is not to tell yourself, "Oh I should just become stronger and move past this." It's to walk away from a situation, allow yourself space to fall apart for a bit, or speak out against injustice.

#psychology #motivation #selfcare #selflove #justice #overwhelm #stress #news #life #overwhelmed #mood #grace #compassion #support #wisdm #emotions #feelings #art

27,738 likes

MARCH 26

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7 Tips for Managing Stress, Burnout During the COVID-19 Crisis

Dawn E. Shedrick, LCSW-R

*Adjunct Lecturer, Columbia University
School of Social Work*



Article link:
<https://www.generalsurgerynews.com/COVID-19/Article/05-20/7-Tips-for-Managing-Stress-Burnout-During-the-COVID-19-Crisis/58321>

“Self-care can be challenging for health care workers, many of whom are conditioned to prioritize the needs and care of patients over their own.... Here are seven tips for managing stress and fostering emotional resilience to prevent burnout....

1. Know that what you’re feeling is a normal stress response.
2. Engage in consistent self-reflection to identify the emotional and mental signs of stress.
3. Prioritize your basic needs.
4. Take brief mental breaks throughout the day.
5. Incorporate sensory-soothing techniques to facilitate calm and relaxation.
6. Create and nurture supportive connections with your colleagues.
7. Seek professional support to cope with moral distress and grief.”

The Politics of Self-Care: Toward Radical Decolonization

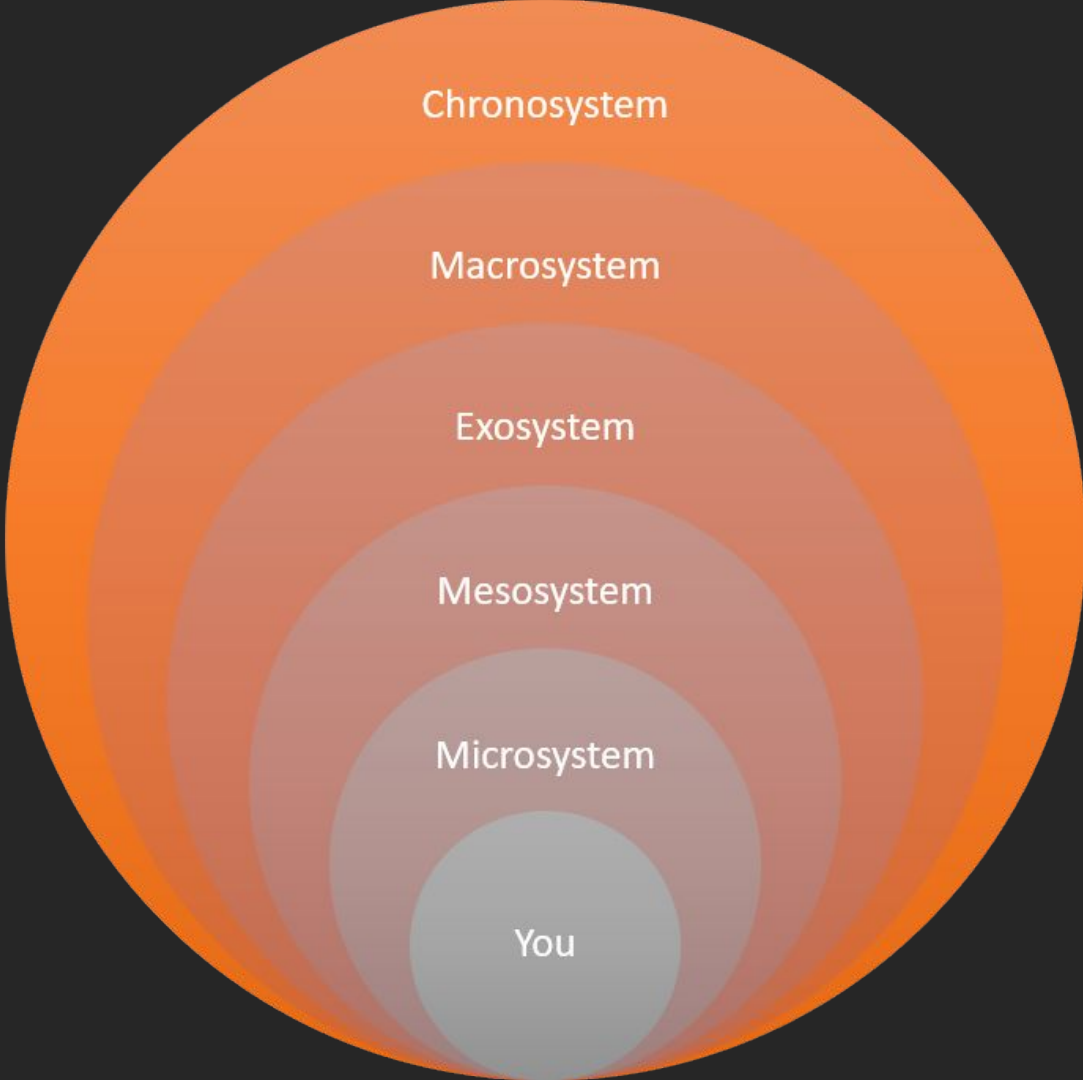


Jalana S. Harris, PhD, LCSW-R
*Lecturer in Discipline, Columbia University
School of Social Work*



“Decolonized radical self-care means unpacking our personal, generational, and historical trauma and the ways our people have survived by seeking proximity to a mythical norm reflective of cultural imperialism and patriarchy. Radical self-care requires a process of redefining one’s goals, one’s values, and, ultimately, one’s self **for** oneself. It means disrupting the cycle of socialization. It involves knowing what’s truly in our best interest and not what we've been socialized to believe is in our best interest—but is actually the oppressors’ best interest.”

<https://www.socialworker.com/feature-articles/self-care/politics-of-self-care-toward-radical-decolonization/>



SBW

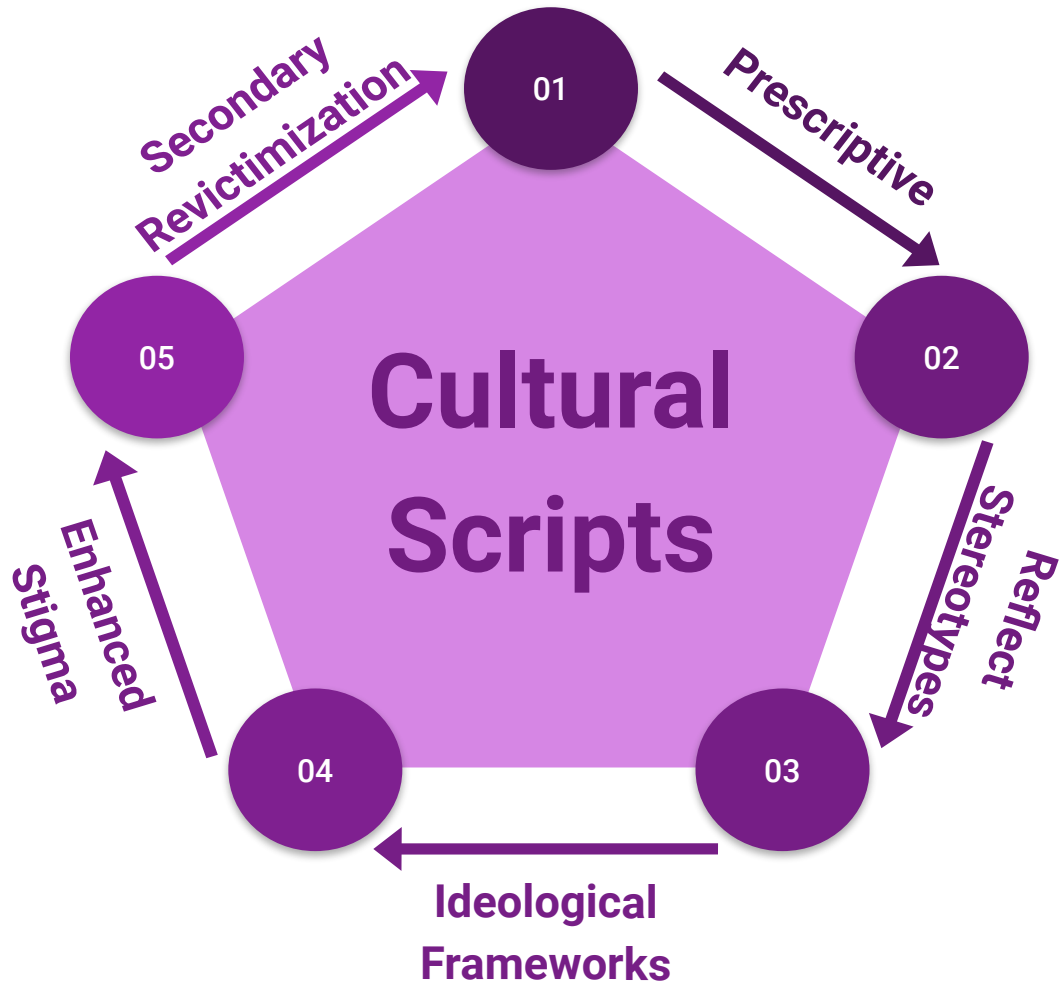
Embodiment
of Strength

Self-Reliance

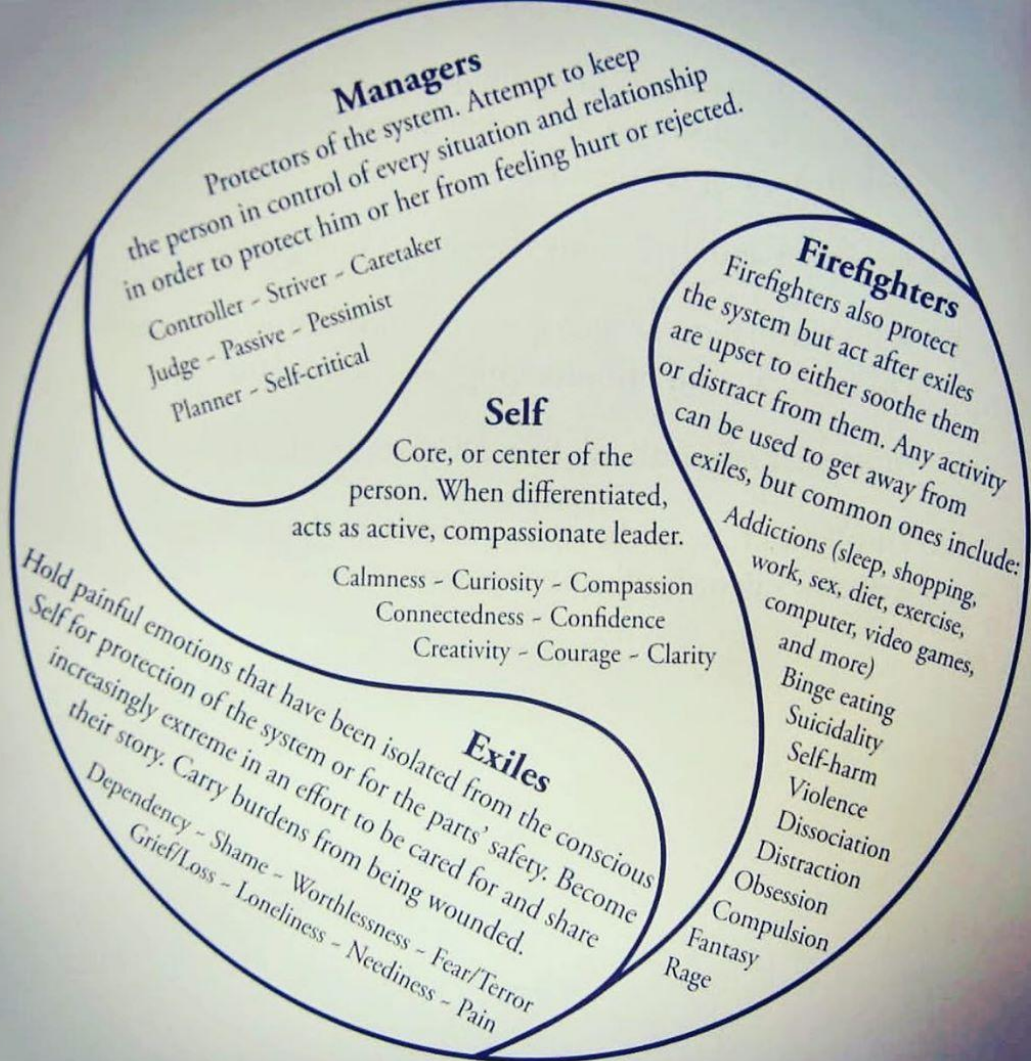
Masking
Emotions

Supramorality

Community
Obligation

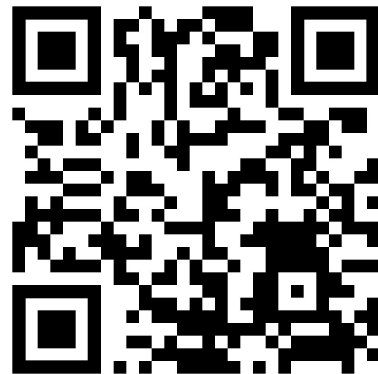



RESISTANCE SELF-CARE RESILIENCY



Schwartz, R.C. (2001).
Introduction to the internal family systems model. Oak Park IL: Trailheads Publications, The Center for Self Leadership.

<https://ifs-institute.com/store/39>





“Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare.”

--Audre Lorde

Resources for self-care during COVID-19

- National COVID-19 Day: [Resources](#)
- [What to Do About Self-Care Fatigue](#) (Columbia Medical)

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- | | |
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Wrapping up

In the chat, please share:

- What's one takeaway from this session?

Thank you!

Thank you for joining us!

Particular thanks to:

- Amy Heitzman
- Gary Chinn
- Jacqueline Romero
- Janice Carello

References

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