Trauma Informed Practice
in Integrated Settings

AN NTTAC PRODUCT

COMMUNITY WELLNESS AND PEER SUPPORT TRAINING ACADEMY

Guidebook

We are pleased to present this electronic guidebook, "Trauma-Informed Practice in Integrated Settings," in partnership with Keri Kirk, PsyD. The valuable content within these pages has been expertly crafted by Keri Kir, PsyD, with funding and support provided by the National Training and Technical Assistance Center for Child, Youth, and Family Mental Health (NTTAC). Their dedication and expertise have been instrumental in bringing this resource to fruition.

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Introduction

Many of us carry stressful and traumatic experiences with us in our daily lives, particularly within integrated work environments where various stressors may intersect and compound. This guidebook serves as your practical companion to the live training session, offering tools and activities to deepen your understanding of trauma-informed practice in these settings.

Throughout these pages, you'll find interactive exercises designed for both personal reflection and team discussion. Each activity builds upon concepts from the live session, helping you translate knowledge into actionable strategies while maintaining appropriate boundaries and emotional safety.

Together, we can create more responsive, supportive, and healing environments for everyone in our integrated healthcare settings.

What is Trauma?

"A lasting adverse effect from a stressful event that involved threat or danger."

American Psychological Association, 2016

Examples include, but are not limited to:

	Big T Exposure to an event that threatens or puts a person's life in danger.	• physical & psychological violence • sexual abuse • death • serious accidents or illness • natural disasters
	Little t Repeated exposure to events that undermine integrity without putting life in danger.	• psychological abuse • disturbed childhoods • separations • miscarriages or abortions • bereavements • harrassment

TRAUMA-INFORMED PRACTICE

The Three E's in Trauma

Events

Individual trauma results from an event, series of events, or a set of circumstances.

Experiences

An individual may experience an event as physically or emotionally harmful or life-threatening.

SAMHSA, 2016

Effects

There may be lasting adverse effects on a person's functioning and mental, physical, social, emotional, or spiritual well-being.

The Four R's in Trauma

Realize

Understand the impact of trauma on individuals and communities.

Recognize

Identify the signs and symptoms of trauma.

Respond

Use knowledge of trauma to create policies and practices that help people heal.

Resist re-traumatization

Work to avoid re-traumatizing people by decreasing triggers and implementing trauma-informed practices.

ORGANIZATIONAL APPROACH TO TRAUMA-INFORMED CARE

Principles of Trauma-Informed Approach

1. Safety
2. Trustworthiness and Transparency
3. Peer Support
4. Collaboration and Mutuality
5. Empowerment
6. Awareness of Cultural, Historical & Identity Issues

Domains of Implementation

- Governance and Leadership
- Training & Workforce Development
- Cross-Sector Collaboration
- Financing
- Physical Environment
- Engagement and Involvement
- Screening, Assessment, Treatment Services
- Progress Monitoring and Quality Assurance (QA)
- Policy
- Evaluation

PUTTING PRINCIPLES INTO PRACTICE

Example Mission Statement from a Trauma Informed Organization

On our team, **safety** means that we will have trained leaders who create a culture of belonging and acceptance with a clear balance of execution of program goals and support for our staff. There is a culture of openness with regular open forums via staff meetings and/or other places where team members are encouraged to raise concerns AND share triumphs and highlights. This, in turn, assists with creating **trustworthiness and transparency**, where team members are not afraid to speak up. Within the teams, there are identified **peer supports** and/or mediators who are trained and knowledgeable about limits of confidentiality and protecting anonymity, but who also have power to raise concerns of the collective voice. These specialists can **collaborate** with one another and with leadership to address raised concerns and/or enhance/highlight the things that are unanimously working. There can also be meetings dedicated to group problem-solving where everyone who wants input can have it. This leads to **empowerment** of internal **voices**, team building, and team bonding which will further assist with our team feeling seen and heard. And lastly, this team works to ensure **broad representation** and mix of perspectives so that all individuals feel welcomed, respected, supported, and valued. Our team prioritizes safe spaces to share experiences. We also prioritize learning about each other so that areas of power, oppression, prior traumas, and/or resistance can eventually be highlighted or addressed in the POLICY and PROCEDURES of our organization. Our team is a team that actively practices a trauma informed approach.

Community Care

Community care refers to a practice of actively supporting and prioritizing the well-being of a community as a whole, recognizing that healing and liberation from oppression cannot be achieved solely on an individual level, but requires collective action, solidarity, and addressing systemic issues that affect the community at large; it emphasizes shared responsibility for one another's well-being and actively working towards social change through collective efforts.

Adverse Childhood Experiences (ACEs)

Adverse childhood experiences (ACEs) are potentially traumatic events that occur in childhood (0-17 years), including experiences of violence, psychological or sexual abuse, and neglect, as well as aspects of a child's environment that undermine their sense of safety and stability.

Note: For historical context and demographic information about the original ACEs study, please review the CDC-Kaiser's research overview.

Step 1 : Review

Begin by reviewing the resource Understanding Adverse Childhood Experiences .

Step 2 : Complete the ACEs Questionnaire

Complete the Adverse Childhood Experiences for Adults Questionnaire, considering how this awareness might inform your work in integrated settings.

Step 3 : Reflect and Take Action

- What did you learn from assessing your ACEs score?
- How might this awareness shape your interactions in integrated healthcare settings?

What My Younger Self Needed

Think back to a specific event* between ages 5 and 17 when you didn't get something you needed (or wanted) in school, with a caregiver, or with a friend or loved one. *Please choose a memory that you can reflect on safely, not a significantly distressing event.

Once you've identified the event, explore these aspects:

Physical Details

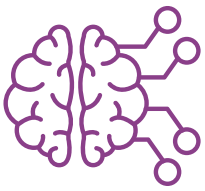
- What were you wearing?
- What do you remember about your surroundings?
- What sights, sounds, or smells stand out?

Body Awareness

- Where in your body did you feel the sensation of not getting what you needed?
- How did you know physically that something was missing?

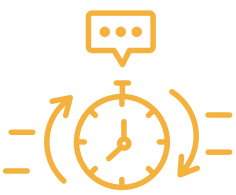
Emotional Experience

- What feelings came up for you?
- How did you feel afterwards?



Response

- What did you do immediately following?
- How did you cope with the experience?



Present Impact

- How often do you think about this event today?
- What feelings arise when you recall it now?

Reflection

Personal Wellness

Take a few moments to reflect and write about your personal wellness practices. Consider the following questions:

- What practices do you do that enhance your personal wellness?
- When do you most consistently engage in these wellness practices?
- What helps you maintain these practices during particularly stressful times?

Reflection

Workplace Support

Take a few moments to reflect and write about your workplace environment:

- How is your organization practicing trauma-informed support for team members?
- What policies are in place to support those who may be re-experiencing trauma as a result of working in your environment?
- What supports are in place to maximize team-member wellness in a high-stress environment?

Resources

This book is a call to action that explores the outcomes of racism-based trauma experienced by minoritized groups in the US.

MY GRANDMOTHER'S HANDS

This book challenges our understanding of what we consider "normal" while offering frameworks for authentic healing and wellness.

THE MYTH OF NORMAL: TRAUMA, ILLNESS AND HEALING IN A TOXIC CULTURE

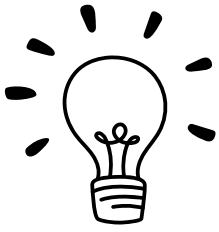
Trauma Informed Oregon offers training, tools, videos, books, and more. Using the search, categories and filters, you can access information and resources about trauma and trauma-informed care.

TRAUMA-INFORMED CARE RESOURCE LIBRARY

A collection of trauma-informed resources including guides for addressing secondary traumatic stress, building resilient workplace cultures, and implementing trauma-informed approaches to workforce development.

WORKFORCE WELLNESS RESOURCES

This toolkit provides educational concepts and practical strategies to support team members who are looking to enhance trauma informed practices in the workplace.



TOOLKIT FOR TRAUMA INFORMED WORKPLACES

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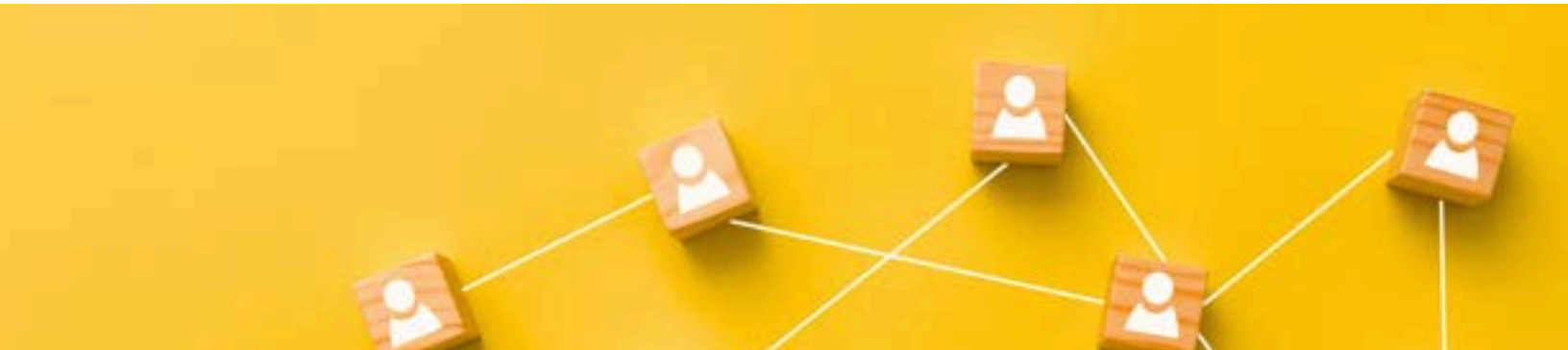

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