Trauma Informed Professors and Staff (TIPS) Presents:

Trauma Informed Faculty Training
Agenda

Day 1: April 16th

• Community Agreements
• Student Disclosures & Active Listening
• Mental Health & Trauma-Informed Interactions with Students
• Planning Next Steps

Day 2: April 23rd

• DPRC & Accommodating Student Survivors
• Title IX & The Duty to Report
• Trauma-Informed Syllabi & Curricular Materials
• Action Planning
Introductions
Student Disclosure & Active Listening
Components of Active Listening

(And How to Practice)

- Receiving
- Understanding
- Remembering
- Evaluating
- Feedback
Components of Active Listening

Receiving

The intentional focus on hearing a speaker’s message, which happens when we filter out other sources so that we can isolate the message and avoid the confusing mixture of incoming stimuli. At this stage, we are still only hearing the message.

Preparing to Receive
Filtering Out Stimuli

- Cell Phones
- Email
- Desktop notifications
- Other Students
- My Grocery List
- My Panic or Uncertainty
Components of Active Listening

Understanding

- In the understanding stage, we attempt to learn the meaning of the message, which is not always easy. Even when we have understood the words in a message, because of the differences in our backgrounds and experience, we sometimes make the mistake of attaching our own meanings to the words of others. So much of the way we understand others is influenced by our own perceptions and experiences. Therefore, at the understanding stage of listening we should be on the lookout for places where our perceptions might differ from those of the speaker.

Listeners Can Be Influenced By:

- Age
- Race/Ethnicity
- Gender
- Educational Background
- Family History
- Socioeconomic Status
- Personal Trauma History
Components of Active Listening

Remembering

Even when you are listening attentively, some messages are more difficult than others to understand and remember. Highly complex messages that are filled with detail call for highly developed listening skills. Moreover, if something distracts your attention even for a moment, you could miss out on information that explains other new concepts you hear when you begin to listen fully again.

Complex Messages

- Ask to take notes
- Don’t rely on memory alone.
- Ask the speaker to repeat things, acknowledging you don’t want to miss anything.
- Ask clarifying questions.
Even the most open-minded listeners will have opinions of a speaker, and those opinions will influence how the message is evaluated. People are more likely to evaluate a message positively if the speaker speaks clearly, presents ideas logically, and gives reasons to support the points made. Unfortunately, personal opinions sometimes result in prejudiced evaluations.

What Personal Opinions Do I Bring?

- Do I have a previously formed idea or judgement about this student?
- Does their performance in my course impact how I see their concern?
- How can I guard against these preconceived ideas when listening to my student?
- Did a preconceived idea get in the way of something the student *actually* said?
Components of Active Listening

Feedback

It’s the stage at which you indicate your involvement. Almost anything you do at this stage can be interpreted as feedback. For example, you are giving positive feedback to your instructor if at the end of class you stay behind to finish a sentence in your notes or approach the instructor to ask for clarification. The opposite kind of feedback is given by students who gather their belongings and rush out the door as soon as class is over.

Positive Feedback for Students

• Appreciation of the courage it takes to share these details.
• Reassurance around next steps
• Reassurance that the survivor hasn’t done anything wrong.
• Asking the student if they have any questions for you.
**Practice Exercise**

**Eliminating Distraction**

Can you name three things that distract you on a regular basis?

What can you do to minimize your distraction and maximize your listening skills?

What's on your mind right now? Could you refocus if someone had something essential to say?

**SLANT Method**

- **Sit Up:** Position yourself to sit upright, so that you’re not distracted with your comfort throughout the conversation.
- **Lean In:** Lean in with head motions, or body language.
- **Acknowledge / Ask:** Ask and answer questions.
- **Nod:** Nod “yes” or “no” to remain engaged with the person in front of you, and to easily answer some questions and not lose focus.
- **Track:** Track the speaker with your eyes, as you follow along.
Responding

Focusing on the Student

Your focus should be on the student, not necessarily on the “process” or what comes next. Lean into the fact that a student has come forward and is placing their trust in you.

Students Choose How to Disclose

- The fact that you are being given this insight into a student, their behavior, their history – is an indication that they trust you. They see you as someone who will see them for the person they are – not simply tell them where to go, what to fill out, who else to talk to.
- You’re trusted.
- You’re respected.
- You’re safe.
Avoiding Blame: What to Say

Questions that focus on the outcome.

What do you need?

How can I support you?

Avoiding Blame: What Not to Say

• "Was there something you said?"

• "What were you wearing?"

• "Why didn't you..."

• "Why haven't you..."

• "Didn't you think about..."
What is Vicarious Trauma?

The Department of Justice Office of Victims of Crime defines vicarious trauma as:

"an occupational challenge for people working and volunteering in the fields of victim services, law enforcement, emergency medical services, fire services, and other allied professions, due to their continuous exposure to victims of trauma and violence."

Possible Responses

- Compassion Fatigue: A condition characterized by emotional and physical exhaustion leading to a diminished ability to empathize or feel compassion for others, often described as the negative cost of caring. It is sometimes referred to as secondary traumatic stress.
- Other Terms:
  - Secondary Traumatic Stress
  - Critical Incident Stress
Vicarious Trauma

The Neutral Response

Things are managed effectively, without impacting the health and wellness of the first responder, the helping professional, the listener. Building toward a neutral response requires an understanding of coping skills and resilience.

The Positive Response

• Compassion Satisfaction: Compassion satisfaction is defined as “the level of satisfaction helping professionals find in their job and the degree to which they feel successful in their job” (Conrad & Kellar-Guenther, 2006, p. 1074), and presents as “motivation, stamina, interest, and a sense of accomplishment in aiding clients”
What is it?

“Emotional regulation refers to the process by which individuals influence which emotions they have, when they have them, and how they experience and express their feelings. Emotional regulation can be automatic or controlled, conscious or unconscious, and may have effects at one or more points in the emotion producing process.” (Gross, 1998)

Tools for Practice

- Name & Tame
- Recognize, Understand, Validate
- Identify and Resolve Triggers
- Mindfulness of Emotion (Body Scan)
- Imagining the Opposite
- Grounding Techniques (5 Senses)
Mental Health & Trauma-Informed Interactions with Students
The Three E’s of Trauma

**Event**: an actual or perceived threat of harm to self or someone for whom you love or care deeply

**Experience**: how meaning is assigned to what happened

**Effects**: the aftermath that results from how a person experiences an event.

*Source: Substance Abuse and Mental Health Services Administration*
Sexual Trauma

Considerations

- Internalized attitudes in society that put focus on the person who has been harmed.
- Stigma
- Victim-blaming
- Self-blame
- Often person is known
- Loss of power and control
- Cuts through all of the layers of a person and impacts someone’s “personhood”
- A number of losses—school/job/living situation; internal/external sense of safety, relationships, childhood, trust in self and others, sense of self before assault
- Secondary Trauma Experiences
The Neurobiology of Trauma
FIGHT
FLIGHT
FREEZE

HOW OUR BRAINS RESPOND TO THREAT

The Neurobiology of Trauma
SURVIVAL BRAIN VS. LEARNING BRAIN

https://www.youtube.com/watch?v=KoqaUANGvpA
Difficulty focusing, attending,
Impaired memory function (retaining, and recalling)
Inhibits motivation
Work avoidance
Absenteism
Over-achieving
Difficulty self-regulating emotions
Fear of taking risks
Impacts creativity
Anxiety about deadlines, exams, group work, or public speaking
Anger, helplessness, or dissociation when stressed
Withdrawal and isolation
Unhealthy relationships

Sources: Trauma-Informed Practices for Postsecondary Education: A Guide
By Shannon Davidson, Ph.D., Education Northwest, Hoch et al., 2019
Trauma activation is experienced through the 5 senses.

Can be a response to something appearing to be neutral

Trauma response may be misinterpreted as:

Disengagement
Hyperactivity
Aggression

Behavior can tell us a story if we are willing to see it....
6 GUIDING PRINCIPLES TO A TRAUMA-INFORMED APPROACH

The CDC’s Office of Public Health Preparedness and Response (OPHPR), in collaboration with SAMHSA’s National Center for Trauma-Informed Care (NCTIC), developed and led a new training for OPHPR employees about the role of trauma-informed care during public health emergencies. The training aimed to increase responder awareness of the impact that trauma can have in the communities where they work. Participants learned SAMHSA’S six principles that guide a trauma-informed approach, including:

1. SAFETY
2. TRUSTWORTHINESS & TRANSPARENCY
3. PEER SUPPORT
4. COLLABORATION & MUTUALITY
5. EMPOWERMENT, VOICE & CHOICE
6. CULTURAL, HISTORICAL, & GENDER ISSUES

Adopting a trauma-informed approach is not accomplished through any single particular technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level. On-going internal organizational assessment and quality improvement, as well as engagement with community stakeholders, will help to imbed this approach which can be augmented with organizational development and practice improvement. The training provided by OPHPR and NCTIC was the first step for CDC to view emergency preparedness and response through a trauma-informed lens.
SAFETY

Source: Substance Abuse and Mental Health Services Administration
Trustworthy & Transparency
Peer Support

Source: Substance Abuse and Mental Health Services Administration
Cultural, Historical & Gender Issues

Source: Substance Abuse and Mental Health Services Administration
Believe them!
Respect their choices (before during and after)
Give them lots of options
Recognize their options might be different from yours

Do not excuse the actions of others!
A student tells you they went back "home" for the winter break. The student also tells you that they got intoxicated at a high school friend’s party and blacked out. They shared that they woke up the next day in a room that they had never been in before and that they were sleeping next to someone they have never met. They also tell you that they are not sure whether anything "happened" between them but that they "think" something did because their pants were unbuttoned and their top was pulled up. Although you are very concerned about what you are being told, you notice that the student doesn't appear to be upset during the conversation.
Student A had the best grade in the class, but they recently failed their last two exams. After seeing a dramatic drop in their attendance, you decide to reach out to them and see if you can help in any way. During your conversation, the student says that they were sexually abused by one of their parents when they were ten years old and that a recent "situation with another student" has caused them to think about their past. You ask the student if "everything is okay?" But they seem reluctant to talk about anything else other than their grade.
DPRC & Accommodating Student Survivors
DPRC Mission Statement

The DPRC collaborates with SF State's diverse community to ensure that all aspects of campus life - learning, working and living - are universally accessible. The DPRC provides the University with resources, education and direct services in order that people with disabilities may have a greater opportunity to achieve social justice and equity.
Role of DPRC

To ensure students with disabilities have equal access to an education at SF State, per federal and state laws. We provide services for students and staff that may identify with a disability of some type, mobility, learning to a mental health disability.
DPRC’s role in supporting students with trauma

Often students who may experience trauma, whether it is childhood or adult trauma, may require accommodations if their symptoms/functional limitations impact their academic performance, such as the inability to focus or think due to stress or triggers. The student may then be eligible to work with our program to be determined for accommodations.

Students who may no longer be eligible for Safe Place or Title IX interim remedies, can then be referred to our program for support.

Accommodations stu may be eligible to receive: FLEX, exam accom. etc.
What is an accommodation?

An adjustment that allows a student with a disability the opportunity for equal participation in University programs, services and activities.
Determined on an individual basis
Supported by appropriate medical documentation
Doesn’t compromise academic standards
Role of Disability Specialist

Determine eligibility for accommodation requests by
Meeting with students, listening to their experiences with their disabilities, barriers, and use of accommodations in the past.
Reviewing student’s documentation from their previous schools and/or from a medical provider.
Approve appropriate reasonable accommodations.
Review how to request, use and manage each accommodation through myDPRC.
Provide support with disability management and advocacy.
Q & A
Title IX & The Duty to Report
Learning Objectives

1) Duty to Report (Mandated Reporter)
2) How to report a potential violation(s) to the University
3) Process once a matter is reported
4) Supportive Measures and Interim Remedies
What is the Duty to Report?

Executive Order 1096/1097 (Article I, Section H):

Duty to Report. Except as provided, “any Employee who knows or has reason to know of allegations or acts that violate this policy shall promptly inform the DHR Administrator or Title IX Coordinator. These Employees are required to disclose all information, including the names of the Parties, even where the person has requested anonymity.”
General Rule: All employees at the University are mandated reporters (i.e., have a Duty to Report), except for those who are specifically excluded.

Employee is defined under 1096/1097 as "a person legally holding a position in the CSU. This term includes full-time, part-time, permanent, tenured, probationary, temporary, intermittent, casual, and per-diem positions."

Who is not an Employee under 1096/1097?
- Axillary Employees
- Third Parties
What violations need to be reported?

- Sexual Misconduct
- Sexual Harassment
- Dating and Domestic Violence
- Harassment (based on a Protected Status)
- Discrimination (based on a Protected Status)
- Failure to provide Reasonable Accommodations (disability)
- Retaliation (administrative definition)
- Consensual relationships between an Employee and a Student (direct or otherwise significant academic, administrative, supervisory, evaluative, counseling, or extra curricular authority.)

Note:
Protected Statuses include Age, Disability (physical or mental), Gender, Gender Identity, Gender Expression, Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion or Religious Creed, Sexual Orientation, and Veteran or Military Status.
University police are not required to report any personally-identifiable information about a victim if the victim requests confidentiality. However, they must report all known facts of the incident to SF State.

The following employees are specifically excluded from the Duty to Report:

- Physicians; psychotherapists; professional licensed counselors (CAPS); licensed clinical social workers, and clergy who work on or off Campus (including individuals who work or volunteer with them), and

- Sexual assault and domestic violence counselors and advocates who work in sexual assault centers (SAFE Place), victim advocacy offices, women’s centers, gender equity centers, and health centers (including individuals who work or volunteer in those centers or offices).

- A CSU employee/Union representative when the information is being provided to the them by a union member in their role as a union representative, in a confidential setting, about a possible violation. However, CSU strongly encourages reporting of these matters.

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**Generally speaking, who is not a mandated reported at SF State?**
How do you let a student know about your Duty to Report?

**Typical Steps**

1. Thank the student
2. Identify your role as a mandated reporter
3. Reasoning for your role
4. Offer confidential persons
How can a faculty member report a potential violation to SF State?

1. Notifying EP&C directly (email a team member)
2. Online Reporting Form (titleix.sfsu.edu)
What information is required to submit a report online?

Required Information

- Type of violation (e.g., discrimination, sexual misconduct, harassment, stalking, etc.)
- Date of Incident
- Location of incident
- Victim/Survivor/Reporting Party’s status
- Alleged perpetrator/Responding Party’s status
- Narrative of the incident

Discretionary Information

- Your name*
- Your position
- Your phone number and email address
- Specific location of the Incident*
- Identity of the Involved Parties* – name, role, gender, ID number, phone number, email address.
- Date matter was reported (to mandated reporter)*
- Supporting documentation

*Still required to provide this information if requested
Scenario

Student A approaches you on campus and says that they recently went to a "off-campus house party" hosted by a student organization. Student A also says that they went to the party with one of their friends, Student B, and that they ended up losing track of Student B. Student A says that they eventually found Student B asleep in one of the bedrooms. Student A also tells you that they noticed that Student B's shirt was pulled down "halfway" when they found them. The next day, when Student A asked Student B what happened, Student B says them that they "blacked out" before they got to the party and they don't remember how they got into the room. When asked about their shirt, Student B says that they don't know how it was pulled down.

Questions:
What type of prohibited conduct could have occurred?
Should this be reported to EP&C?
Demonstration

Reporting a matter using the online reporting form (titleix.sfsu.edu)
What happens after a matter is reported?

Report is Received

• Either a Case Manager or Title IX Coordinator will review the report.
• The Case Manager or Title IX Coordinator will reach out to the victim/complainant and offer to meet for an intake meeting.
• The Case Manager or Title IX Coordinator may reach out to person who reported the matter if additional information is needed, but this does not frequently happen.

Intake Meeting

Case Manager or Title IX Coordinator will offer to meet with the victim/complainant and do the following:

• Ask additional questions about the complaint to see if it is a matter that should be investigated.
• Ask the victim/complainant if they would like an investigation.
• Inform the victim/complainant of supportive resources on campus (e.g., SAFE Place or CAPS).
• Offer supportive measures (when appropriate).
What are Supportive Measures and Interim Remedies?

Supportive Measures

- Provided by Equity Programs and Compliance
- **Supportive Measures** are circumstances that are designed to restore or preserve equal access to CSU Education Programs or Activities, or to protect the safety of a student or the campus.
- **Examples**: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, and other similar measures.

Interim Remedies

- Provided by SAFE Zone
- **Interim remedies** are supports offered to minimize the impact that sexual violence has on a survivors educational experience.
- The SAFE Place can support survivors by implementing most interim remedies without the filing of a formal complaint with EP&C.
- **Examples**: academic support, changes to class schedules, changes to housing placements, and/or changes to work placement and work schedule.
1096/1097 Investigation Process

**Step #1**
Report is Made and Evaluated

**Step #2**
Notice of Investigation & Fact Gathering process

**Step #3**
Preliminary Report & Review of Evidence Process

**Step #4**
Investigator Deliberations and Final Report

**Step #5**
Appeal of Findings

**Step #6**
Sanctioning & Appeal of Sanctions (if applicable)
Addendum A Hearing and Addendum B Hearing Process

Step #1
Report is Made and Evaluated

Step #2
Notice of Investigation & Fact Gathering process

Step #3
Preliminary Report & Review of Evidence

Step #4
Final Report (no deliberations)

Step #5
Live Hearing and Hearing Officer Report (with Sanctions)

Step #6
Appeal (findings or sanctions)
Scenario Examples
Trauma-Informed Syllabuses & Curricular Materials
THANK YOU!

Trauma Informed Professors and Staff (TIPS)