

Trauma Informed Services - Session 1: Foundations of Trauma – Design Document

<i>Business Purpose</i>	<p>The psychology department of a state university received grant funding to implement a collaborative training effort across multiple service systems that are critical in helping people affected by traumatic events. The cross-system partnership constituted the target learner audience to include social workers, health care providers, mental health care providers, and educators. The university facilitated 16-hour ILT workshops over multiple days to inform the audience of the effects of trauma and ways to implement trauma informed services. The nature of the current ILT training limits the number of people that can attend due to learner driving distance and scheduling conflicts. The space used for training limits allows only 10 attendees per workshop. The current training also requires 2 university psychology department staff to consistently miss work to facilitate. The goal of this training is to increase the attendee seat limitation, reduce the learner seat time, allow flexibility in who facilitates the training, and provide training to a wider range of locations away from the university campus.</p>
<i>Target Audience</i>	<ul style="list-style-type: none"> • Social workers, health care providers, mental health care providers, and educators. • Anyone in public or private organizations working directly with military veterans, combat soldiers, abuse survivors, addicts, people with chronic health issues, people with disabilities, families, and children
<i>Training Time</i>	3 hours divided into 1-hour sessions
<i>Training Recommendation</i>	<ul style="list-style-type: none"> • VILT that increases the audience limit to 25 participants from various locations and allows a wider range of facilitator selection without disrupting the university psychology department's workflow. • Training will be split into 3 sessions to provide time-efficient presentation on either one day or multiple days as determined by the organization. • Session 1: Foundations of Trauma - what trauma is and the effects of trauma. • Session 2: Trauma Treatment – validation, biopsychosocial assessment, resources • Session 3: Resiliency – mindfulness, rapid resets, self-care
<i>Deliverables</i>	<p>1 slide deck presentation developed in PowerPoint</p> <p>1 Facilitator Guide</p>
<i>Learning Objectives</i>	<p>By the end of the first session of training, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Define trauma. 2. Identify the long-term effects of trauma. 3. Describe the effect of ACEs on adulthood.
<i>Training Outline</i>	<p>Introduction</p> <ul style="list-style-type: none"> • Agenda & Objectives • Assumptions vs Affirmations

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	<p>Trauma Definition</p> <ul style="list-style-type: none">• Disturbing experience• Feelings• Long-lasting negative effects• Activity: Padlet sections for examples of traumatic events and effects on a person <p>Adulthood Trauma</p> <ul style="list-style-type: none">• Traumatic Events• Initial effects• Delayed effects• Prolonged effects <p>Childhood Trauma</p> <ul style="list-style-type: none">• Adverse Childhood Experiences (ACEs)• ACE Categories• Effects on Childhood Development <p>Combined Trauma</p> <ul style="list-style-type: none">• Activity: Poll – true/false about ACEs affecting adults• Adult outcomes of ACEs• Breakout Room Activity – discuss most interesting points and ideas for helping individuals with trauma <p>Closing</p> <ul style="list-style-type: none">• Summary• Reflection 3-2-1 through Google Form• Thank you and Q&A
<i>Assessment Plan</i>	Formative assessments will be given as activities within the session. The reflection at the end of the session will serve as a summative assessment.