

Introduction to Trauma-Informed Care and Professional Resiliency

Training Provided by Trauma Institute International
(Formerly known as Arizona Trauma Institute)



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What is our goal in being here?

- To introduce non-clinical care professionals to a trauma-informed — salutogenic — approach to their work with clients, students, peers, family, and themselves.
- To define compassion fatigue and examine professional resiliency from a broad view



Key questions...

- What is salutogenesis?
- What really is trauma?
- How is trauma reflective of changes in the brain, nervous system, and body?
- What is compassion fatigue?
- How can professional resiliency be achieved?



How will we benefit?

- Begin to understand how to have high quality deliberate relationships with co-workers, clients, and your own family.
- Begin to improve your ability to respect and believe in others, regardless of their behavior, emotion, and thinking.
- Begin focusing more on managing one's self than trying to control others.
- Recognize opportunities to encourage and empower others to live their values and have integrity.



Departure from the

Mental Health, Education, Medical, and Legal Cultures

Dualism's Impact on Healing

- Separated the body from the emotions, thinking and behavior.
- Inadvertently promoted a pathogenic approach to resolving problems.
- Pathogenic focuses on acute symptoms, which in medical terms is great if the problem is localized in one organ or system of the body. This led to specializations to deal with acute disease.
- Pathogenic approaches do not address environmental, whole person, life-style, or prevention. It is focused on presenting problems and deficits.

What is wrong... with you?



Dualism's Impact on Healing

- What emerged in the culture of mental health and medicine was a pathogenic view of behavior, emotions, and thinking.
- Overly focused on problems and deficits
- Pathogenic approaches tend to be binary in nature, i.e. sick/not sick, broken/fixed, etc
- Hard to heal trauma in any system that is binary.

What is wrong... with you?



Dualism's Impact on Healing

- Pathogenic approaches appeal to those aroused and looking for simple, if/then relationship between some behavior, emotion, or thinking.
- Sustainable change is difficult.
- Once you know the cause then it is fixed; interventions serve to eliminate the symptoms (acuity).
- "If we can stop the bleeding and they are not in pain, then we have met the need."
- Real healing is much more complex than simply stopping the pain.

What is wrong... with you?



The Salutogenic Approach

- Looks at the person as a multiple systemic functioning being.
- Is not designed for acute pathology (symptoms), but designed for dealing with whole person.
- Necessary when the acuity is not centered in one part or system.
- Most situations we deal with in the mental health culture are salutogenic, not pathogenic.
- Truly trauma-informed approaches are salutogenic not pathogenic in nature.

How are you impacted by what has happened?



The Salutogenic Approach

- What happens is we ask the wrong question? The culture of mental health, education, and the justice system are all set up as (trauma-reinforcing) binary systems.
- What is wrong? — presumes?
- What is the best intervention? — presumes?
- When are you going to act right? — presumes?
- Systems focused on pathology (acute symptoms), are not healing, not supportive.
- Systems that seek simple, non-relational, efficiency-based answers, are further arousing.

How are you impacted by what has happened?



a SALUTOGENIC approach

- Trauma-informed care
- Patient-centered care
- Prevention
- Integrated care



Picker's Eight Principles of Patient Centred Care



People with histories of trauma, toxic stress, and adversity...

- Generally, are not dealing with the consequences of acuity
- Instead, they are dealing with the consequences of having multiple systems effecting each other — their situation is not isolated to a single system
 - Changes in body, behavior, social/emotional, and spiritual aspects of life.
- Most college programs train from a pathogenic, not salutogenic perspective



Attributes of Pathogenesis

- Disease-centric
- Paternalistic
Top down power/control
- Curative
Seeking to fix the problem
- Fixing discrete "broken" parts
- Creates authority figures, professionals with a sense of entitlement
- Collaboration and transparency are lowered
- Process and expectation are minimized
- Business, billing, and efficiency-mindedness are given priority
- Good health is defined as "the absence of pain"

Attributes of Salutogenesis

- | | | |
|------------------|------------------------|--------------------|
| Body | Health | |
| • Food access | • Movement and fitness | • Mental health |
| • Clean water | • Stress management | • Substance abuse |
| • Toxin exposure | • Health | • Access to health |
| | • Physical health | • Nutrition |

Attributes of Salutogenesis

- | | | |
|-------------------------|-----------------------|-------------|
| Social/emotional | • Family | • Love |
| • Intimacy | • Friends | • Kindness |
| • Empathy | Spiritual | • Awareness |
| • Compassion | • Meaning and purpose | |
| • Social supports | • Belief | |
| • Sex | • Faith | |

Attributes of Salutogenesis

- | | | |
|------------------------|-----------------------------|---------------------|
| Behavior | Economic | Systems |
| • Sleep | • Housing and living | • Family |
| • Relaxation | • Income and finances | • Extended kin |
| • Movement and fitness | • Literacy, education, jobs | • Community |
| • Alcohol and drugs | • Access to training | • Cultural identity |
| | | • Legal |

Human service systems tend to be based on social learning rather than scholarship and research

Why is this a problem?



Mental Health and Social Service Culture

- 10% of learning comes from research, or courses taken
 - Average 21 hours a year
- 20% of learning comes from social interaction with peers
- 70% through experiential learning, which is highly antidotal
 - Average of 484 hours a year



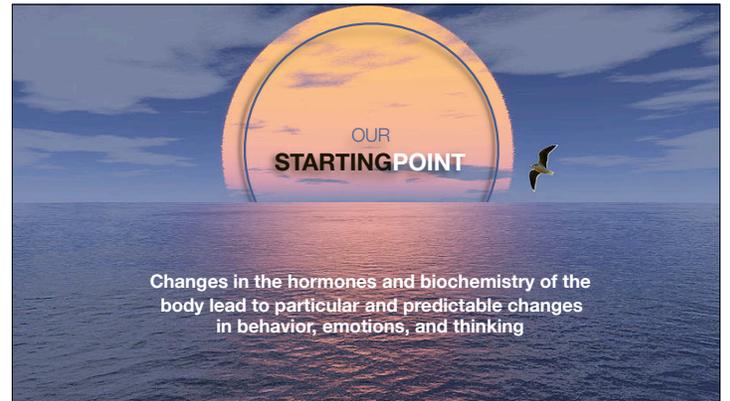
Mental Health and Social Service Culture

- On average we learn 23 times more in social relationship and in experiential learning
- Which puts those we serve at risk
- Why?



Mental Health and Social Service Culture

- Trauma healing & transformation requires you and I to step away from pathogenic thinking and embrace a salutogenic practice
- Building a relationship of trust and transparency
- Practicing self-regulation, self-reflection, self-discovery, and self-determination — and supporting others in doing the same



Change in Metabolism

Large increase in noradrenalin

Change in Behavior and Emotion

Anger, aggression, and hostility

Large increase in adrenalin

Fear, withdrawal, flight,

Large increase in cortisol
Drop in testosterone

Depression, sadness

So, what is a large increase?



Why is it important to see human beings as an interacting system?

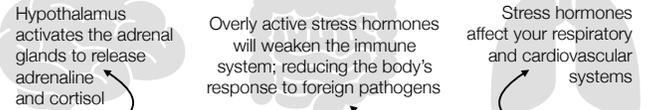


The Body's Balancing System

AUTONOMIC NERVOUS SYSTEM



- Regulates body processes
- Works automatically (autonomously), without a person's conscious effort
- When out of balance the body ADAPTS or MITIGATES
- Behavioral symptoms result from its over use and the body is struggling to have balance



How does the human body respond to threat, toxic stress, or adversity?

Liver produces extra glucose to give you a boost of energy; bile production falls off

Muscles tighten in the body which can cause headaches, back and shoulder pain, and body aches



Traditional Views of Trauma

- Natural disasters
- Mass violence
- Domestic fires
- Motor vehicle accidents
- Rape and sexual assault
- Physical assault
- Domestic violence
- Torture
- War
- Child abuse
- First responder's exposure
- Guns



Trauma is NOT what happens to a person...

- Natural disasters
- Mass violence
- Domestic fires
- Motor vehicle accidents
- Rape and sexual assault
- Physical assault
- Domestic violence
- Torture
- War
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It is how that person's body and brain reacts to what happened or may still be happening



What is trauma?

Trauma is created when the body experiences more change — in the outer and inner environments — than it can manage



When the body is pushed to the point that it must ADAPT or MITIGATE



COMPASSION FATIGUE

OVERCOMING WITH PROFESSIONAL RESILIENCY



THREE TYPES OF FEAR

Enables life to be preserved

Inability to distinguish between experiences then and now

Failure to regulate the arousal system



COMPASSION FATIGUE SYNERGISTIC FACTORS

1. Exposure to or the experience of trauma, toxic stress, or a history of adversity
2. Repeated exposures - work or home environments - that sensitizes the individual's body to react
3. Observing - directly or indirectly - others exhibiting behavioral symptoms of trauma, toxic stress, or a history of adversity
4. The work environment is dehumanizing, unsupportive for personal and/or professional resiliency and growth, valuing efficiency over relationship, or focusing on outcomes over process



JOSHUA HAMMOND
PRESIDENT, AMERICAN QUALITY FOUNDATION, NY, 1992

“A permanent comfort zone, in which fear is never experienced, is not conducive to personal growth. An environment totally devoid of crisis or challenge, or one in which risk taking is discouraged, will not promote personal development or improvement.”



HOW DO CRISIS, CHALLENGE, AND RISK BENEFIT ORGANIZATIONS AND GROW THEIR PEOPLE?

THE TOOLS FOR CORRECTING AND RESOLVING THESE ISSUES ARE WITHIN EACH EMPLOYEE

THESE ISSUES AND SEASONS CAN SERVE AS AN IMPETUS FOR OPEN AND HONEST RELATIONSHIPS BETWEEN CO-WORKERS, EMPLOYEES AND MANAGEMENT, AND WITH CLIENTS

INDIVIDUALS NEED AND WANT THE OPPORTUNITY TO BENEFIT FROM THEIR MISTAKES

10 QUALITIES FOR REDUCING STRESS & COMPASSION FATIGUE



1. Helping, understanding, and trusting
2. Creating mutually supportive relationships at work
3. A sense of humor and enjoyment
4. Creative, synergistic problem solving that is more focused on the process than on the outcome
5. Embracing diversity, developing a reliance and trust on the expertise of others
6. Readiness to work through conflicts and disagreements
7. Commitment to common goals
8. Commitment to the success of others
9. Protecting your rapport and honesty with one others
10. Practicing straightforward communication



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Thank you for participating

