Supporting Students & Colleagues During Collective Trauma

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Learning Outcomes

• Practice mindful meditation
• Understand the impacts of trauma
• Gain self-awareness around needs
• Learn methods and strategies to support students and colleagues during collective trauma
• Understand how to make meaning of trauma after an event is over
Meditation

BREATHE IN, BREATHE OUT

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“I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

Maya Angelou
Collective Trauma

8 DIMENSIONS OF WELLNESS

AS DEFINED BY SAMHSA

ENVIRONMENTAL
Good health by occupying pleasant, stimulating environments that support well-being.

EMOTIONAL
Coping effectively with life and creating satisfying relationships.

INTELLECTUAL
Recognizing creative abilities and finding ways to expand knowledge and skills.

PHYSICAL
Recognizing the need for physical activity, diet, sleep and nutrition.

FINANCIAL
Satisfaction with current and future financial situations.

SOCIAL
Developing a sense of connection, belonging and a well-developed support system.

OCCUPATIONAL
Personal satisfaction and enrichment derived from one’s work.

SPIRITUAL
Expanding our sense of purpose and meaning in life.
Supporting Yourself
Self-Awareness First
Self-Awareness First

- Check in with yourself
- Practice mindfulness
- Incorporate grounding exercises
- Set boundaries
- Routinely release pent up energy/emotions
- Self-care is a priority, not a luxury
Self-Awareness First

Source: https://carrothealth.com/importance-of-sdoh/
Self-Awareness First

**Strengths-Based Goals**
Do I have what I need to reach my full potential?

**Interest-Based Goals**
Exploration of interests, options, pathways

**Acceptance/Value-Based Goals**
Maintaining meaningful connections, community, need exposure

**Safety Goals**
Am I safe? Am I experiencing racial discrimination? Is there routine?

**Survival Goals**
Am I sleeping? Do I have food and water?
Supporting Others
Tips for Supporting Others

• Be mindful of toxic positivity
• Communicate/check in often
• Presence is a present
• Ask the other person what they need from you
• Validate feelings
• Use reflective/active listening techniques
Tips for Supporting Others

- Assess using Maslow’s Hierarchy of Needs
- Personal boundaries
- Consider cultural context
- Rupture and repair
- Follow-up
- Assess risk
INTERVENTION OPTIONS TO ADDRESS RISK AS CLASSIFIED

CRITICAL (4)
- Initiate wellness check/evaluation for involuntary hold or police response for arrest
- Coordinate with necessary parties (student conduct, police, etc.) to create plan for safety, suspension, or other interim measures
- Obligatory parental/guardian/emergency contact notification unless contraindicated
- Evaluate need for emergency notification to community
- Issue mandated assessment once all involved are safe
- Evaluate the need for involuntary/voluntary withdrawal
- Coordinate with university police and/or local law enforcement
- Provide guidance, support, and safety plan to referral source/stakeholders

ELEVATED (3)
- Consider a welfare/safety check
- Provide guidance, support, and safety plan to referral source/stakeholders
- Deliver follow up and ongoing case management or support services
- Required assessment such as the SIVRA-35, ERIS, HCR-20, WAVR-21 or similar, assess social media posts
- Evaluate parental/guardian/emergency contact notification
- Coordinate referrals to appropriate resources and provide follow-up
- Likely referral to student conduct or disability support services
- Coordinate with university police/campus safety, student conduct, and other departments as necessary to mitigate ongoing risk

MODERATE (2)
- Provide guidance and education to referral source
- Reach out to student to encourage a meeting
- Develop and implement case management plan or support services
- Connect with offices, support resources, faculty, etc. who interact with student to enlist as support or to gather more information
- Possible referral to student conduct or disability support services
- Offer referrals to appropriate support resources
- Assess social media and other sources to gather more information
- Consider VRAWF for cases that have written elements
- Skill building in social interactions, emotional balance, and empathy; reinforcement of protective factors (social support, opportunities for positive involvement)

MILD (0/1)
- No formal intervention, document and monitor over time
- Provide guidance and education to referral source
- Reach out to student to offer a meeting or resources, if needed
- Connect with offices, support resources, faculty, etc. who interact with student to enlist as support or to gather more information

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Supporting Students
Supporting Students

• **Students are our equals**
  - They are also adults (reciprocate respect and kindness)
  - See the person beyond the student

• **Try to:**
  - Keep to scheduled meetings/appointments
  - Explain (decisions, alterations, options)
  - Survival kits/Care packages
  - Have a resource list ready

• **Ask:**
  - Open ended questions
  - About the 8 Dimensions of Wellness
  - How they are coping? What is most stressful?
  - Are they connected? (resources, services, clubs, friends)
Supporting Students

“WHAT HAVE YOU BEEN DOING TO DESTRESS RECENTLY?
DOES IT HELP?”

“WHAT BRINGS YOU JOY?
WHAT HAS BEEN STRESSING YOU OUT RECENTLY?”

“How have you been eating and sleeping recently?”

“What do you need to incorporate more of to increase your wellness?”
Supporting Colleagues
Supporting Colleagues

You don’t know how someone is doing until you take the time to ask...

• Get to know your peers
  • Do they live alone? Do they have children? Are they single, or do they have a partner(s)? Are there multiple generations living together?

• Work Buddy Accountability
  • Pair up with coworkers
  • Establish set check in times
  • Establish questions that are okay to ask and ones that are off-limits
  • Establishing safety (disclosure, etc.)

• Non-Defensive Listening
Supporting Colleagues

“How have you been in the last 7 days? How are you today?”

“What is your biggest work stressor? What is/are your biggest personal stressors right now?”

“When you think about the pandemic, what are you feeling?”

“What have you done for self-care today?”

Don’t forget to validate and summarize...
Supporting Employees
# Triad of Support

<table>
<thead>
<tr>
<th>COMMUNICATE</th>
<th>SKILLS</th>
<th>SUPERVISION</th>
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</thead>
<tbody>
<tr>
<td>• Webinars</td>
<td>• Coping table</td>
<td>• Setting a time to check in</td>
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<tr>
<td>• Bringing in consultants</td>
<td>• Mental health first aid</td>
<td>• Assess distress</td>
</tr>
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<td>• Block an hour each week for wellness</td>
<td>• Webinars</td>
<td>• Balance trauma caseloads</td>
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<tr>
<td>• Vulnerability</td>
<td>• Mindfulness moments</td>
<td>• Offer flextime scheduling</td>
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<tr>
<td>• Advocate</td>
<td>• Grants for trainings</td>
<td>• Identify what employee can do and ask what you can do</td>
</tr>
<tr>
<td>• Overcommunicate</td>
<td>• Bring in consultants</td>
<td>• No assumptions</td>
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<tr>
<td>• Measure wellbeing</td>
<td>• Books and discussion groups</td>
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Communicate, Advocate, Appreciate

**Communicate:**
- Re-establish purpose and goals
- Changes/shifts in plans, be transparent
- Share power and decision making, promote collaboration

**Advocate:**
- Re-assess and re-prioritize:
  - Needs, tasks, projects, scheduling, timing
- Hold staff accountable
- Train staff on the new skills they need to be successful

**Appreciate:**
- Keep a list of team/individual accomplishments
- Acknowledge exceptional work/mundane
- Elevate the mood, energize the vibe
Making Meaning
Meaning making is...

How you make sense of and understand a significant life event

• Understand what happened
• Evaluate your role
• Identify your feelings throughout the trauma
• Validate your feelings
• What have you learned?
Resources

Apps

- Oak
- Keep

Books

- Unapologetic Guide to Black Mental Health
- Power of Understanding People
- Leadership in Higher Education

Articles

- NaBITA Risk Rubric
- Supporting Colleagues
- Recognizing COVID-19 As Trauma
- What Is Collective Trauma?
Contact

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Self-Care Webinar Series

Register for the upcoming webinars in the *It’s Okay to Not Be Okay* series:

**Part Three: Beyond Book Clubs and Lip Service: Actionable Allyship in the Workplace**
November 19 @ 12:00 PM CT
Speakers: Tre Johnson and Alexis “Lexi” Losch, MS.Ed., MA, LPC, NCC

**Part Four: Towards Healing: Community Meditation and Trauma-Conscious Yoga**
December 15 @ 12:00 PM CT
Speakers: Nityda Gessel, LCSW, E-RYT, TITY and Alexis “Lexi” Losch, MS.Ed., MA, LPC, NCC
Proven Services.
Extraordinary Support.