SAN DIEGO TRAUMA-INFORMED GUIDE TEAM
5 Key Training Components

PURPOSE: Promote and standardized key components in all trainings provided throughout the San Diego region.

Overview:

The San Diego Trauma-Informed Guide Team's (SD-TIGT) mission is: *Promoting trauma-informed services in the San Diego region through collaboration, advocacy, and education.* As the San Diego region continues its journey to implement trauma-informed practices, the guide team responds to requests for presentations and trainings.

Requests come from multiple sectors, disciplines, professional, and community groups. In order to standardize and promote consistency, the SD-TIGT has identified **5 Key Training Components** to be incorporated in all presentations/trainings.

5 Key Training Components:

1. **Defining Trauma and Types of Trauma**
2. **Understanding Trauma Across the Lifespan and the Developmental, Physical, and Emotional Impact**
3. **Promoting the Importance of Self-Care and Practical Application**
4. **Supporting Resilience**
5. **Applying Concepts in the Community and/or Work Environment**

The **5 Key Training Components** presentations/trainings may vary in content depth based on the needs of the participants, the goals, and the qualifications and experience of the presenter and/or trainer. The audience may include professionals, peers, and community members across a broad array of fields and disciplines.

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1. DEFINING TRAUMA AND TYPES OF TRAUMA
Focus: *Establish common language, inclusive of various factors that contribute to trauma; based on each individual's view of their experience.*
Suggested Content:
Definition of trauma *Trauma is a term used to describe a distressing event(s) that may have long-lasting, harmful effects on a person's physical and emotional health and well-being.*

- Substance Abuse Mental Health Services Administration (SAMHSA)

Types of Trauma

- Complex, acute, chronic, system-induced, secondary, vicarious, multigenerational, historical, environmental, etc.

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2. UNDERSTANDING TRAUMA ACROSS THE LIFESPAN and the DEVELOPMENTAL, PHYSICAL, and EMOTIONAL IMPACT
Focus: *Recognition of the important impact of early childhood development **and** healthy relationships across the lifespan. A holistic approach that advances the integration of physical and mental health.*
Suggested Content:

- Age development
- Brain development
  - ➢ Neuroplasticity
  - ➢ Neuroscience
  - ➢ Healing and resilience
- Attachment
- Importance of trusting, safe, and positive relationships at all ages
- Reference to adverse childhood experience and expanded studies
- Risk factors

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3. PROMOTING THE IMPORTANCE OF REFLECTIVE PRACTICE AND SELF-CARE
Focus: *Reflective practice, including self-awareness and self-care, is essential to effectively support others.*
Suggested Content:
Cultural considerations within a community and/or work setting

- Consider: race, ethnicity, gender identity, economics, religion, political and other values
- Strategies throughout the day
- Integrate wellness activities for audience participation
- Self-reflection

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4. SUPPORTING RESILIENCE
Focus: *Safety first, acknowledge experiences, and build strengths*
Definition: *Resilience is a dynamic developmental process resulting in healthy adaptation despite adversity. It is a culmination of both internal and external influences as well as trauma experiences, genetic makeup and individual capacities.*

- Meyerson, D.A., Grant, K.E., Smith Carter, J., & Kilmer, R.P. (2011). Posttraumatic growth among children and adolescents: A systematic review. Clinical Psychology Review, 31, 949-964.
- Grych, J. & Hamby, S. (2015). The Resilience Portfolio Model: Understanding how healthy adaptation in victims of violence. Psychology of Violence, 5(4), 343-354

Creating safe relationships and environments

- Identifying and building on strengths
- Building protective factors
- Healing opportunities: spiritual, physical, neurological, emotional, relational
- Empowerment and voice, choice of client/community

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5. APPLYING CONCEPTS IN THE COMMUNITY AND/OR WORK ENVIRONMENT
Focus: *Practical application of concepts in the day-to-day work environment within a public agency, private organization, or work in the community.*
Suggested Content:
Tailor to the audience considering the following:
Program (service providers, administrators, community input)

- Model/design of intervention, environment
- Client/community driven

Policy (supervisors, managers and administrators)

- Governance, policies, procedures, etc.
- Client/community driven

Practice (direct service providers, community leaders/mentors)

- Day-to-day interactions with those served
  - ➢ Empowerment and voice, choice of client/community
  - ➢ Individual/participant driven
  - ➢ Strength-based
  - ➢ Client/community driven

Cultural considerations of those being served:

- Can include but not limited to: race, ethnicity, gender identity, sexual orientation, economics, religion, political and other values