COORDINATOR

Read out Housekeeping slide.

Module 12 – Trauma and Suicide Informed

Expectations

- Arrive on time.
- Help us create a confidential, non-judgmental space (no screenshots or recordings).
- Please keep your phones on silent.
- Avoid cross-talk and side-talk.
- Learn from each person's perspective.
- Language – please bring new language to us as we recognize that language is ever-changing.
- **Have fun!**

From the group:

- [ADD PARTICIPANT ADDITIONS, IF ANY]

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COORDINATOR

Read out Expectations slide.

Trainer Manual

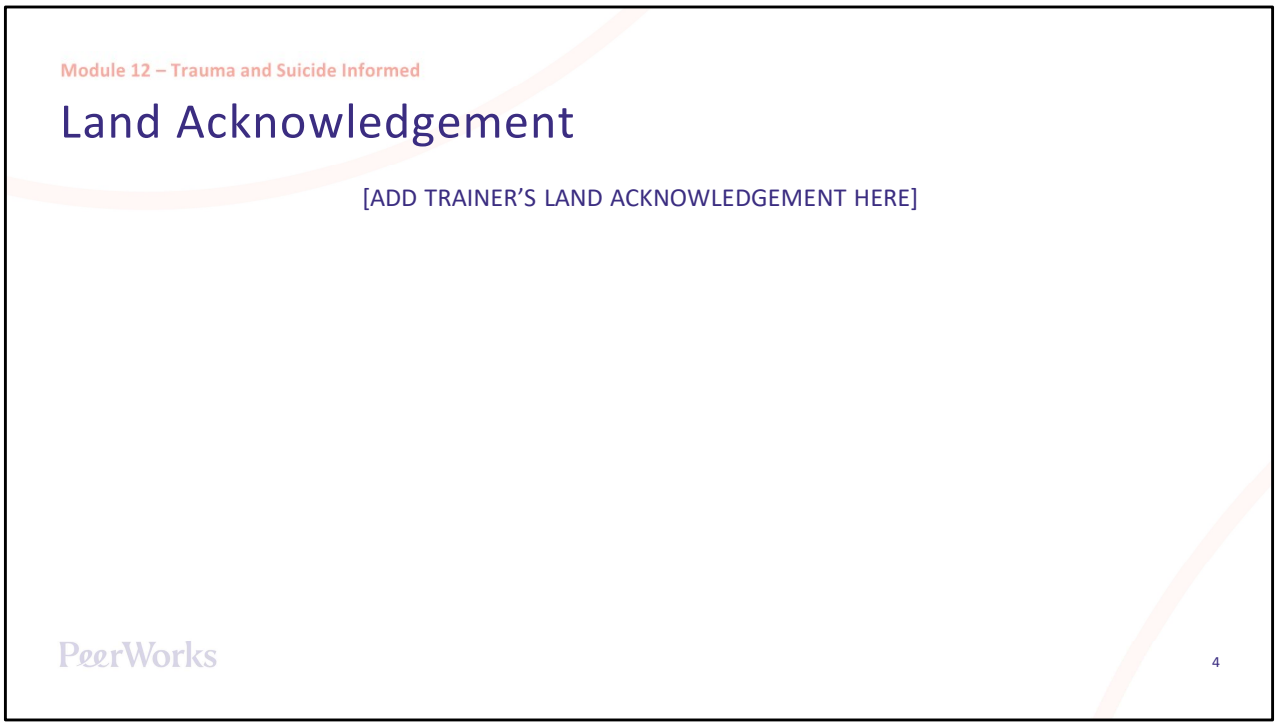
Module 12: Trauma and Suicide Informed © 2023 PeerWorks

This training program is designed to be accessible to all trainers, and ensure that all participants receive the same quality of education regardless of specific trainers' background and experience.

This manual is a living document and should be understood as a set of guidelines, not as a fixed script. Feel free to adapt the language to your style of presentation. We also recognize that language is always changing; please update terminology when necessary. The synchronous sessions should be dynamic, engaging experiences.

TRAINER

Welcomes everyone and states the topic of today's module.



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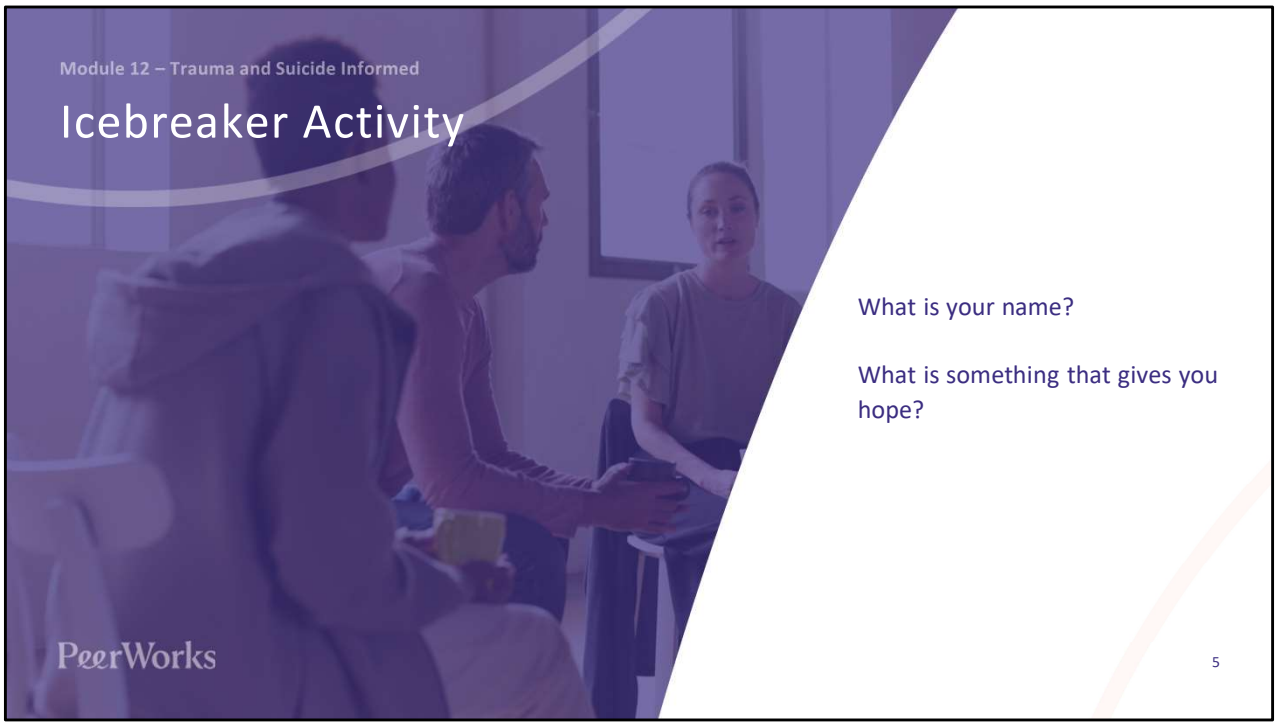
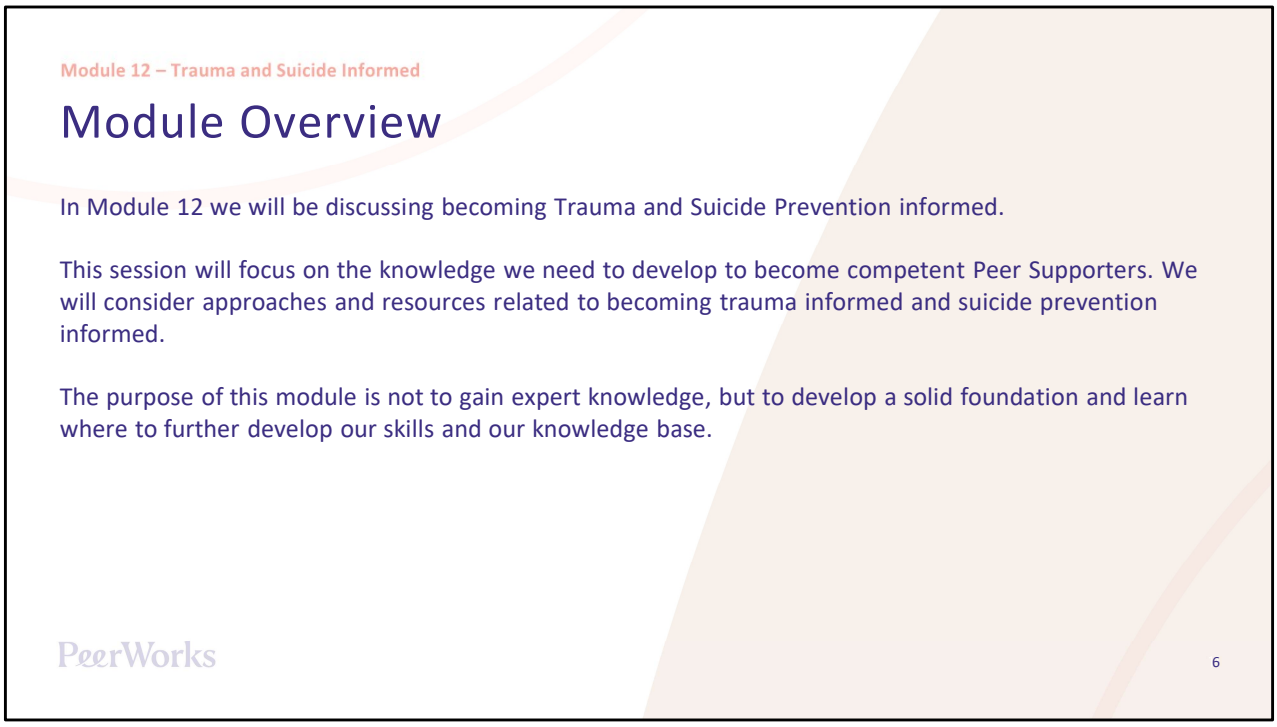


TRAINER

"What is something that gives you hope?"

As the trainers, feel free to go first. Keep it brief and thank people for sharing.



TRAINER

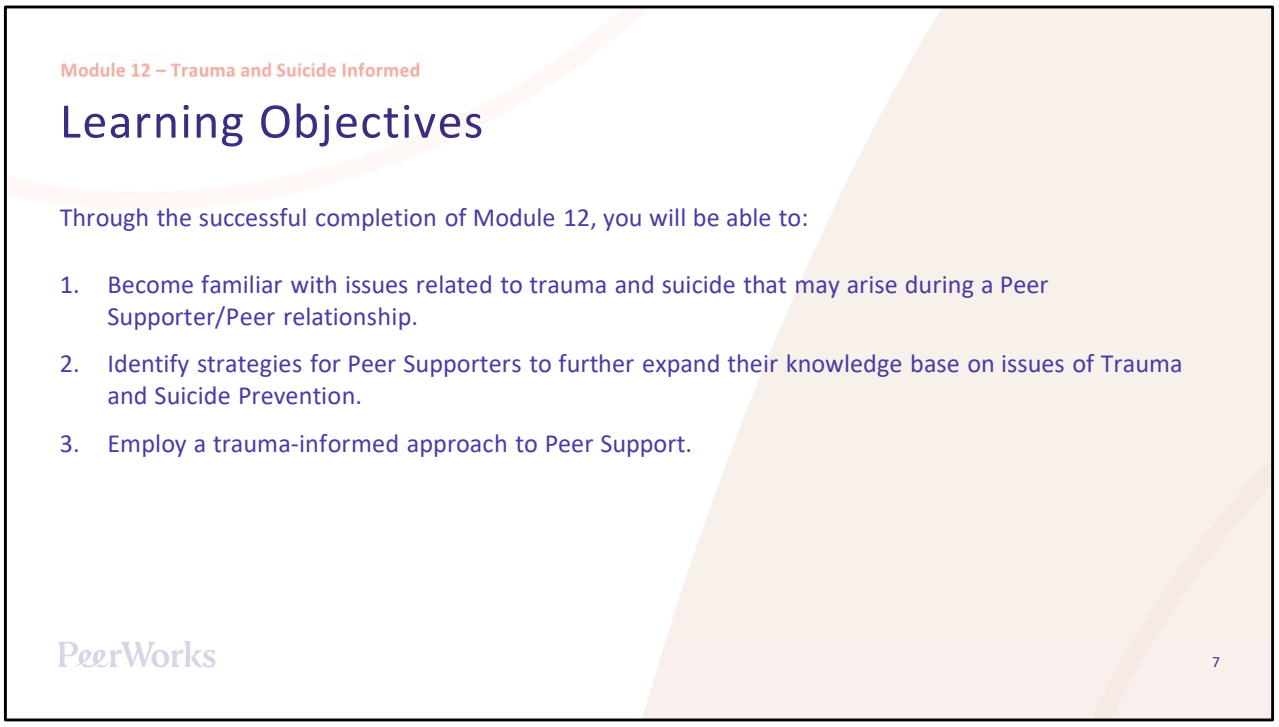
"A person who is informed shows that they are knowledgeable about a topic. Their demonstrated knowledge is based on a solid understanding of facts related to the topic and may be gained through learning and/or experience.

While specific knowledge acquired by a Peer Supporter will be influenced by the particular role and setting within which they are affiliated, we recognize that there are core knowledge areas that are important for all Peer Supporters to become informed about regardless of the setting in which they fulfill their role.

We have identified the core knowledge areas as: Trauma, Suicide Prevention, Substance Use and Eating Disorders. The intention within this module is to name and introduce each of the topic areas. To provide you with beginning knowledge and support you in identifying the initial steps to becoming informed. The onus is on you as a Peer Supporter to take the next steps in becoming

informed.”

Read the Module Overview and Learning Objectives out loud or invite a participant to read it out loud.



TRAINER

Read the Module Overview and Learning Objectives out loud or invite a participant to read it out loud.

Module 12 – Trauma and Suicide Informed

Trauma Informed

Trauma can be defined as a deeply distressing experience OR the emotional shock following a stressful event.

ACE – Adverse Childhood Experiences are a main source of trauma. These can include: violence, poverty, discrimination, sexual/physical/emotional abuse, and neglect.

It is important for us to recognize and acknowledge that the experience of Trauma amongst Peers is universal – the rule rather than the exception. The vast majority of Peers, including ourselves, have experienced some form of trauma.

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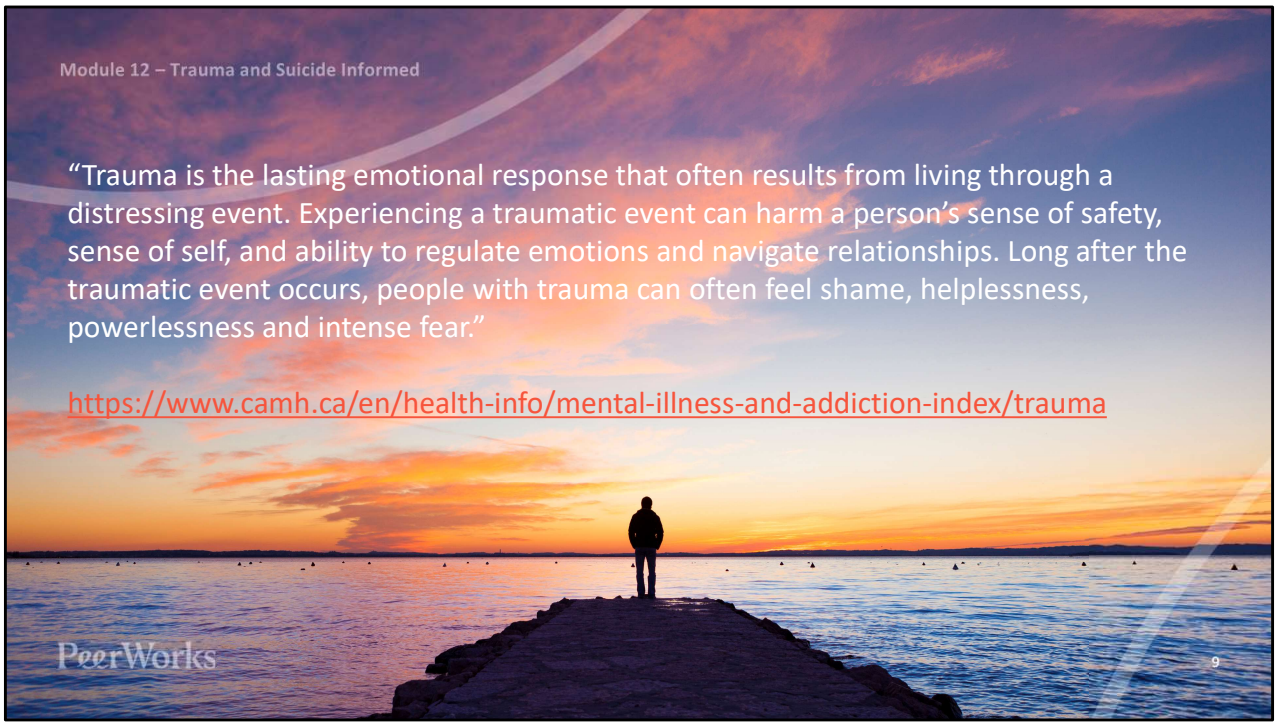
TRAINER

Read out the slide.

Ask: "What is the difference between trauma and crisis?"

Crisis is an acute experience, while trauma can be an acute experience, as well as the lasting impact of that experience.



TRAINER

This is a definition from the Centre for Addiction and Mental Health, which is a psychiatric hospital in Toronto and ten community resources across Ontario.

"When thinking of Trauma, consider all of our experiences related to recovering our mental health and wellbeing. Consider experiences of stigmatization and discrimination as well as experiences related to receiving treatment and learning how to manage our mental health. Combine these with the prevalence of sexual and physical abuse and post-traumatic stress disorder within our Peer group."

Open the room up to any questions.

Module 12 – Trauma and Suicide Informed

Signs and Symptoms

Many of the signs and symptoms of trauma mirror the signs and symptoms of a mental health issue.

These may include: fear, agitation, resignation, eating disorders, lack of motivation, low self-esteem, dissociation, nightmares, auditory hallucinations, numbness, self-harming, depression, lack of trust, addiction, self-deprecation, anxiety, aggression, flashbacks, and poor judgment.

Post-traumatic stress disorder (PTSD) is a mental health condition that's triggered by a terrifying event — either experiencing it or witnessing it.

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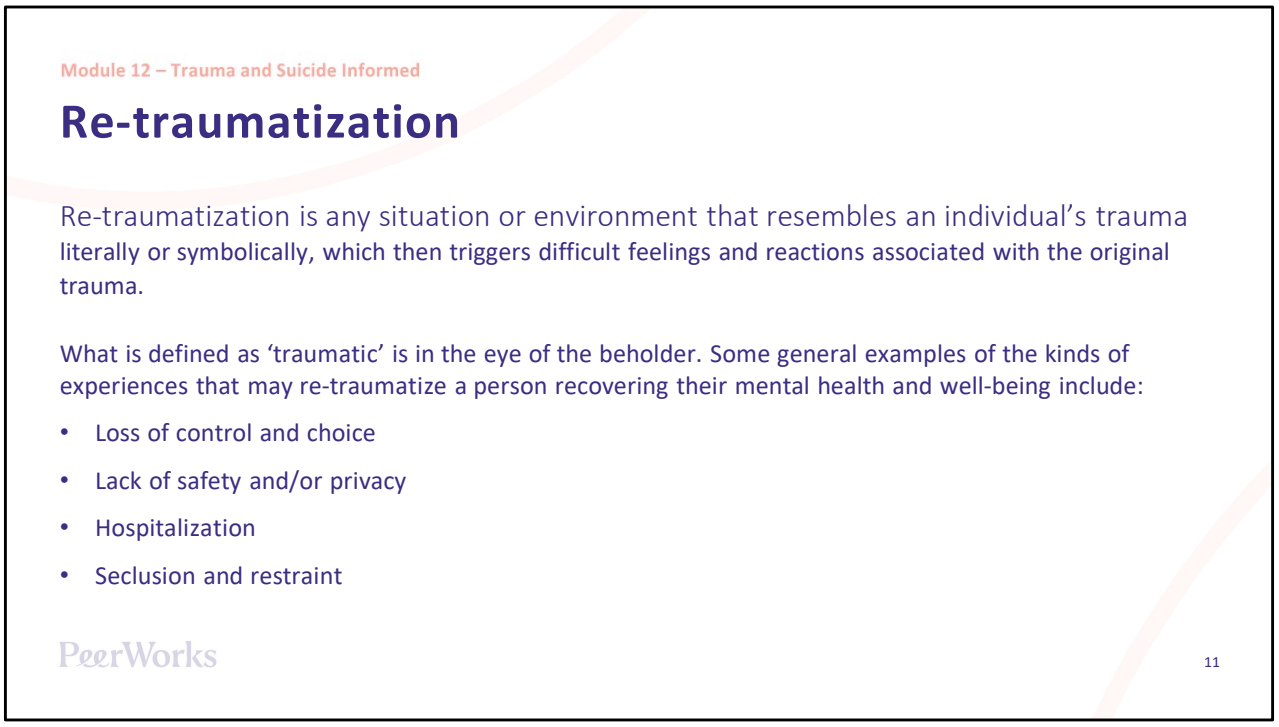
TRAINER

Ask someone to read out the slide.



TRAINER

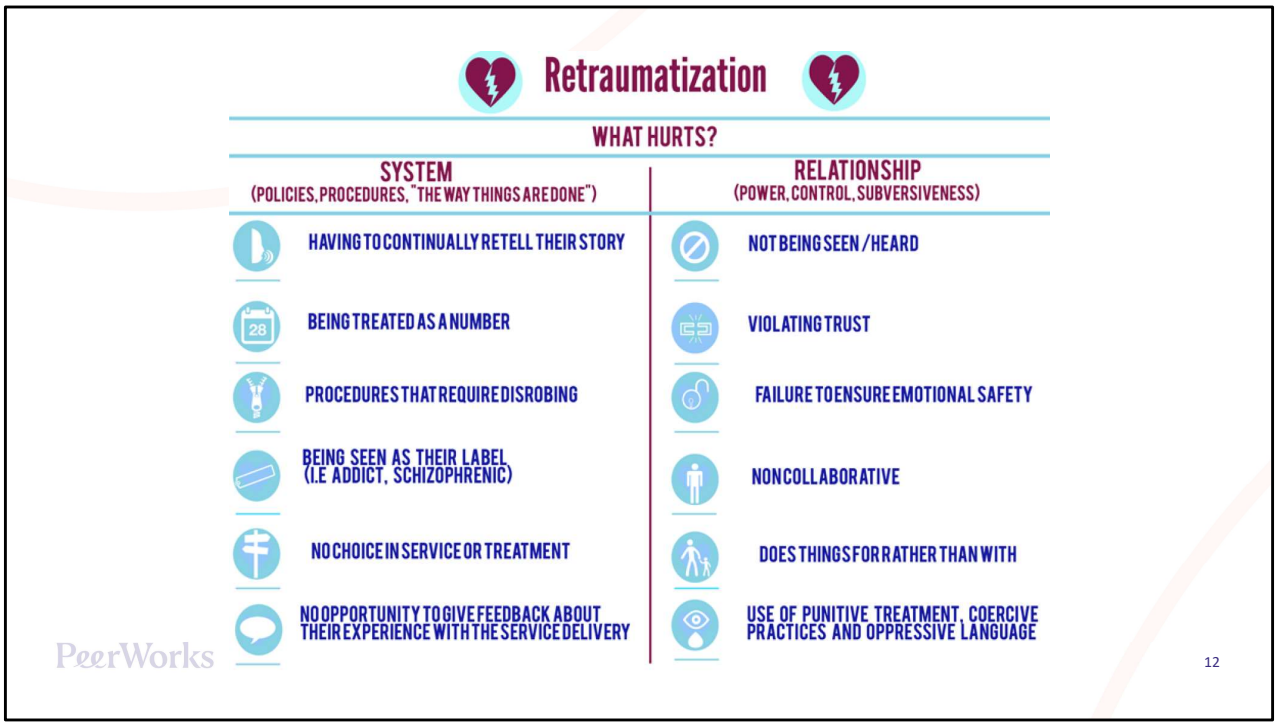
"Becoming Trauma informed includes being sensitive to the vulnerabilities or triggers of Peers who have experienced trauma so that you can, as a Peer Supporter, approach the Peer in ways that are supportive and as much as possible avoid contributing to re-traumatization."

Invite someone to read out the slide

"Re-traumatization is often unintentional. There are some "obvious" practices that could be re-traumatizing such as the use of restraints or isolation, however, less obvious practices or situations that involve specific smells, sounds or types of interactions may cause individuals to feel re-traumatized.

Individuals with multiple trauma experiences often exhibit a decreased willingness to engage in treatment.

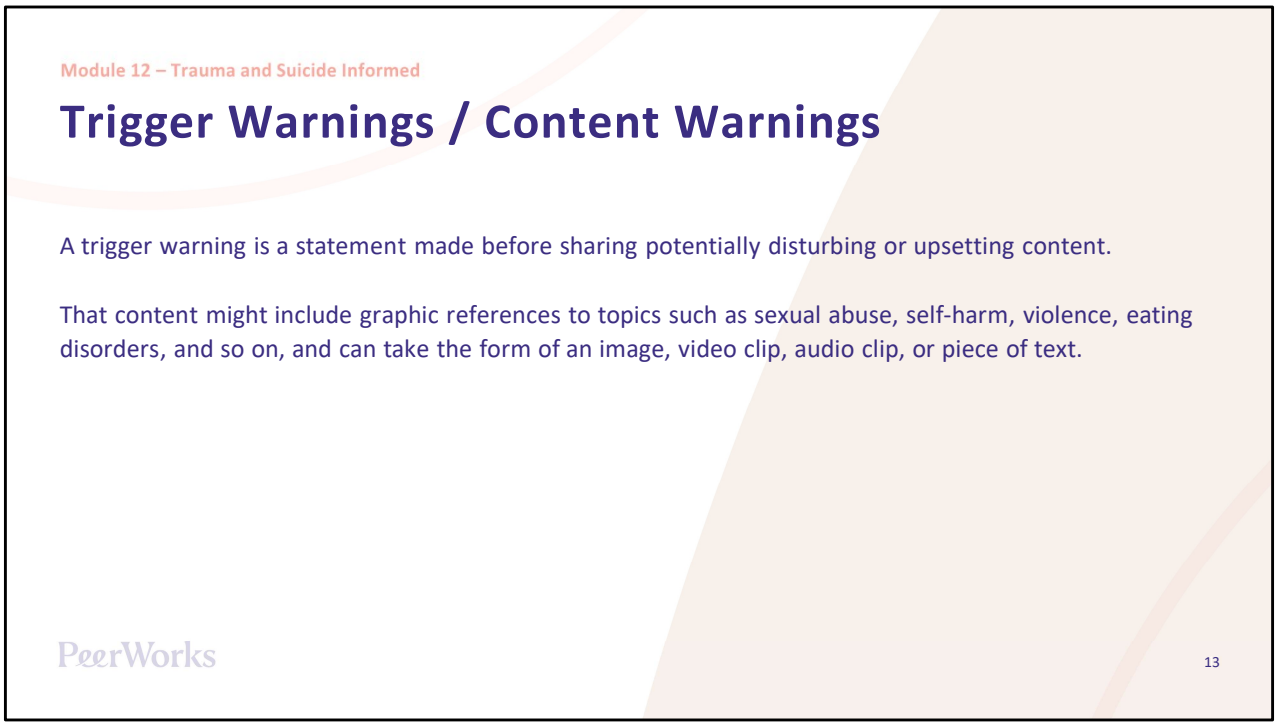
Re-traumatization may also occur with individuals who have history of historical, inter-generational and/or a cultural trauma experience."



TRAINER

"This is a chart by the Institute on Trauma and Trauma-Informed Care from 2015.

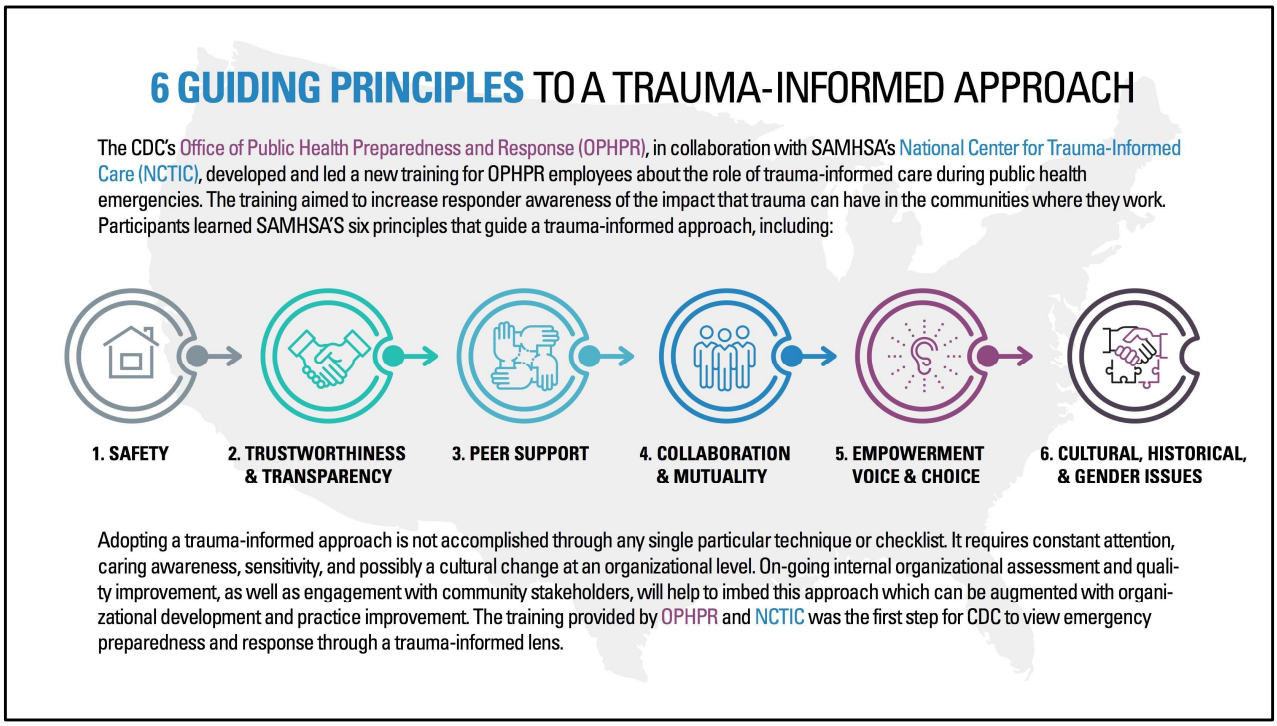
It discusses how a person can be re-traumatized from both a systemic perspective (for instance, the procedures of a hospital) or a relationship (such as a one-on-one relationship). The left side are the systemic impacts, and the right side are the personal impacts."



TRAINER

Invite someone to read out the slide or read it yourself.

"In your work with a Peer, they might state that they can be "triggered" or have adverse responses to certain discussions or terminology. This is especially important to keep in mind when sharing your own personal experiences."

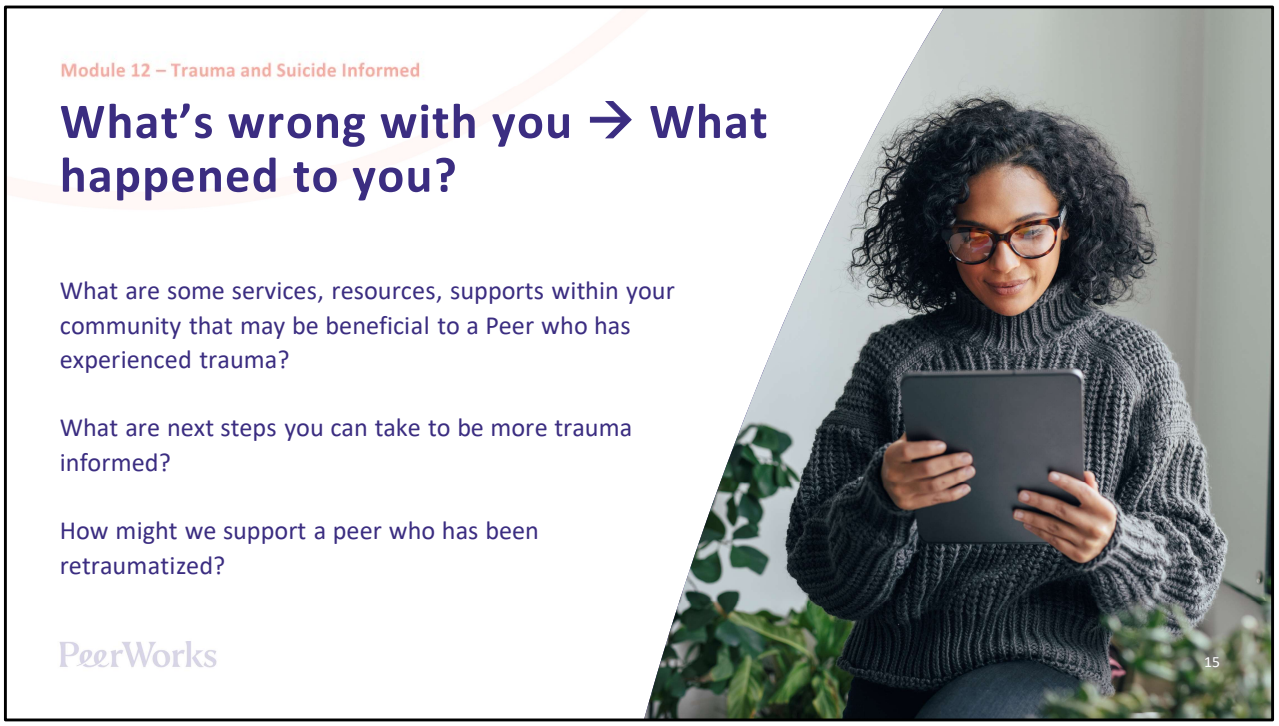


TRAINER

"This is a chart created by the CDC and SAMSHA on becoming more trauma-informed. As you can see, Peer Support is one of the 6 Guiding Principles to becoming trauma-informed, and the other 5 are also part of the work that we do."

Read out the 6 Guiding Principles.

It isn't important to read out the rest of the slide, but you can read out "adopting a trauma-informed approach is not accomplished through any single particular techniques or checklist. It requires constant attention, caring awareness, sensitively, and possibly a cultural change at an organizational level."



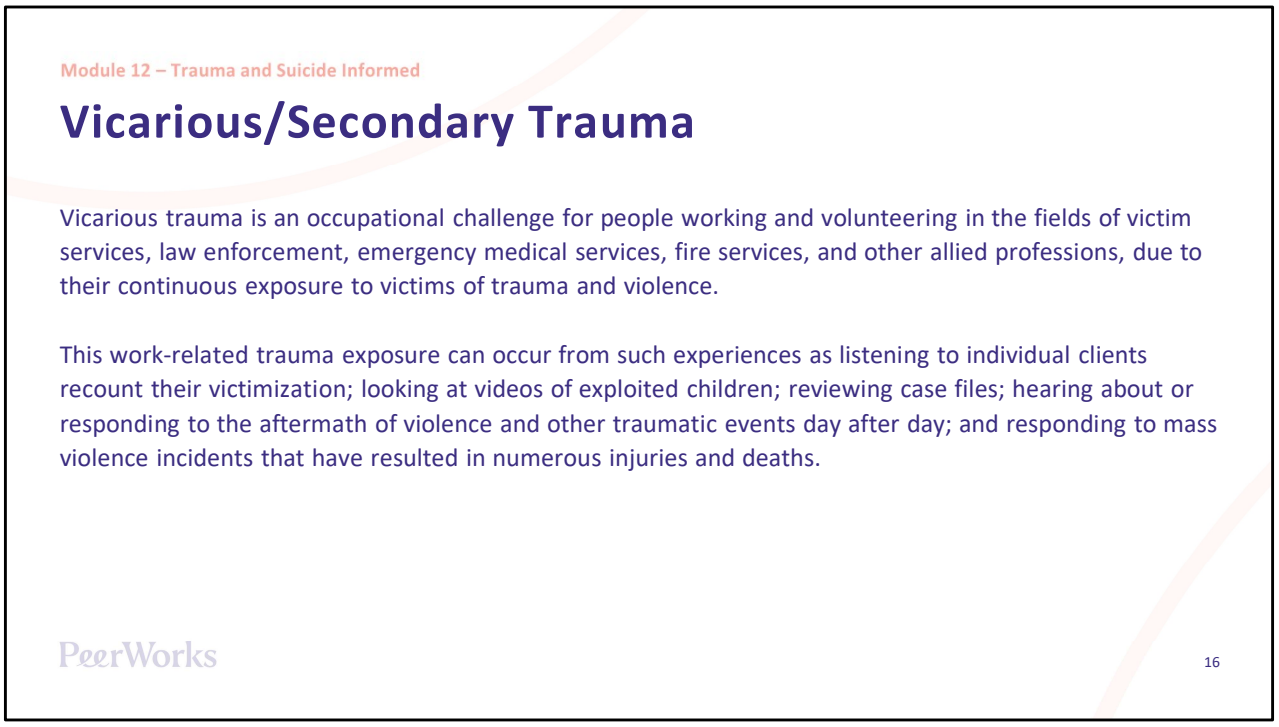
TRAINER

"Some of the ways we can become more trauma-informed can be found in our language, such as the example of swapping out "what's wrong with you?" with "what happened to you?"

Are there any other things you are currently doing in your work to be more trauma-informed?"

Raise the questions on the slide to the participants and invite them to share their experiences.

When discussing how to support a Pere who has been retraumatized, refer back to the crisis module and creating an action plan.



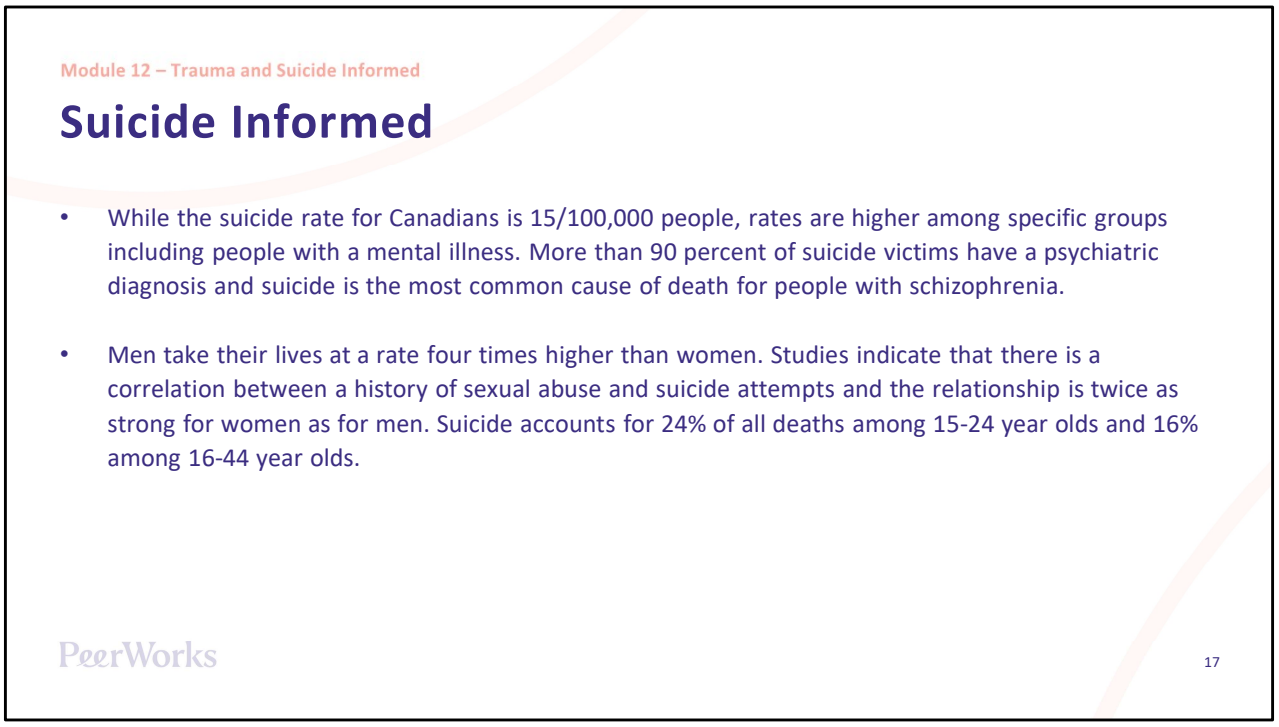
TRAINER

Read out the definition for vicarious/secondary trauma.

Open it up to any questions/experiences.

Note: it is very important to do self-care, be self-aware, create boundaries, and debrief. These are some of the things that can help us protect ourselves from vicarious trauma.

At this point you should be about halfway through the allotted time.



TRAINER

These are some statistics from the Canadian Mental Health Association on Suicide rates in Canada. Invite someone to read it out or read it out yourself.

LivingWorks Education are leaders in the development and delivery of Suicide Prevention Programs.

Their primary focus is to support helpers in developing competencies to intervene with persons at risk of suicide. LivingWorks Suicide Prevention Programs have become the standard within health care and include:

ASIST – Applied Suicide Intervention Skills Training

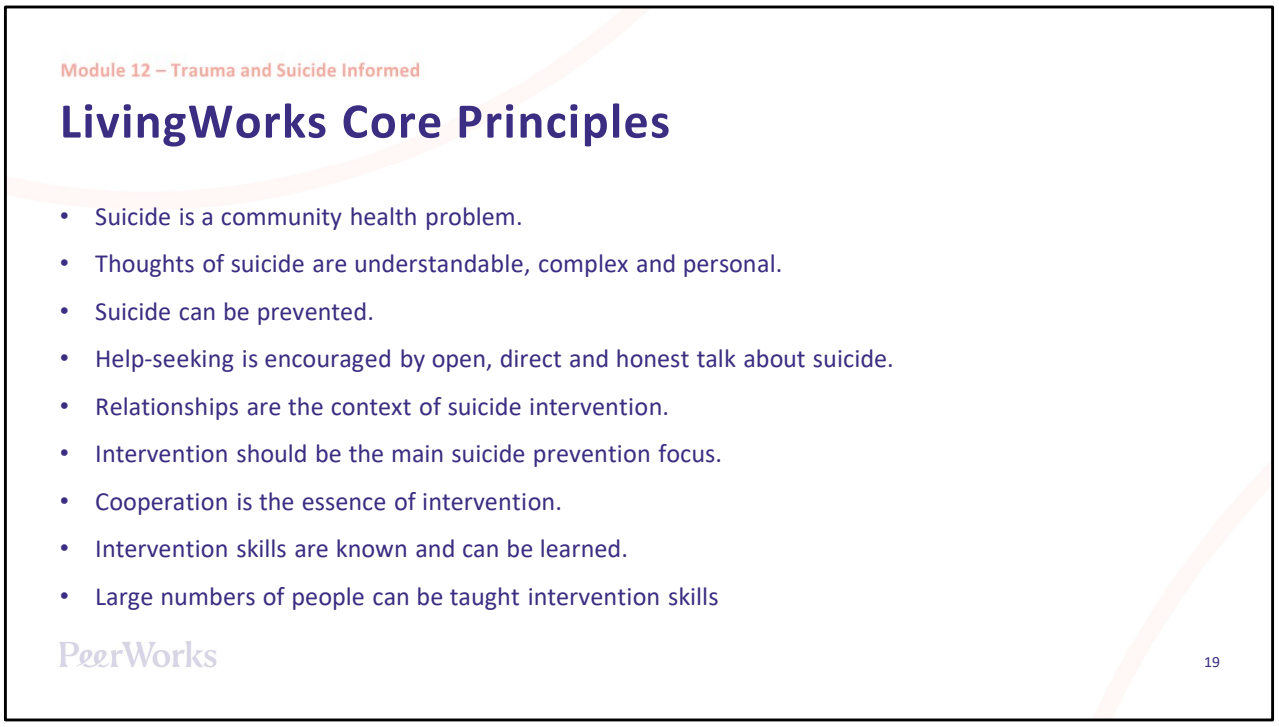
- ASIST is a two-day, interactive, practical and practice-oriented workshop intended to increase the comfort, confidence and competence of caregivers in preventing the immediate risk of suicide.

LivingWorks has a variety of training, including a one-hour online course in recognizing the signs of suicide and taking action.

https://www.livingworks.net/

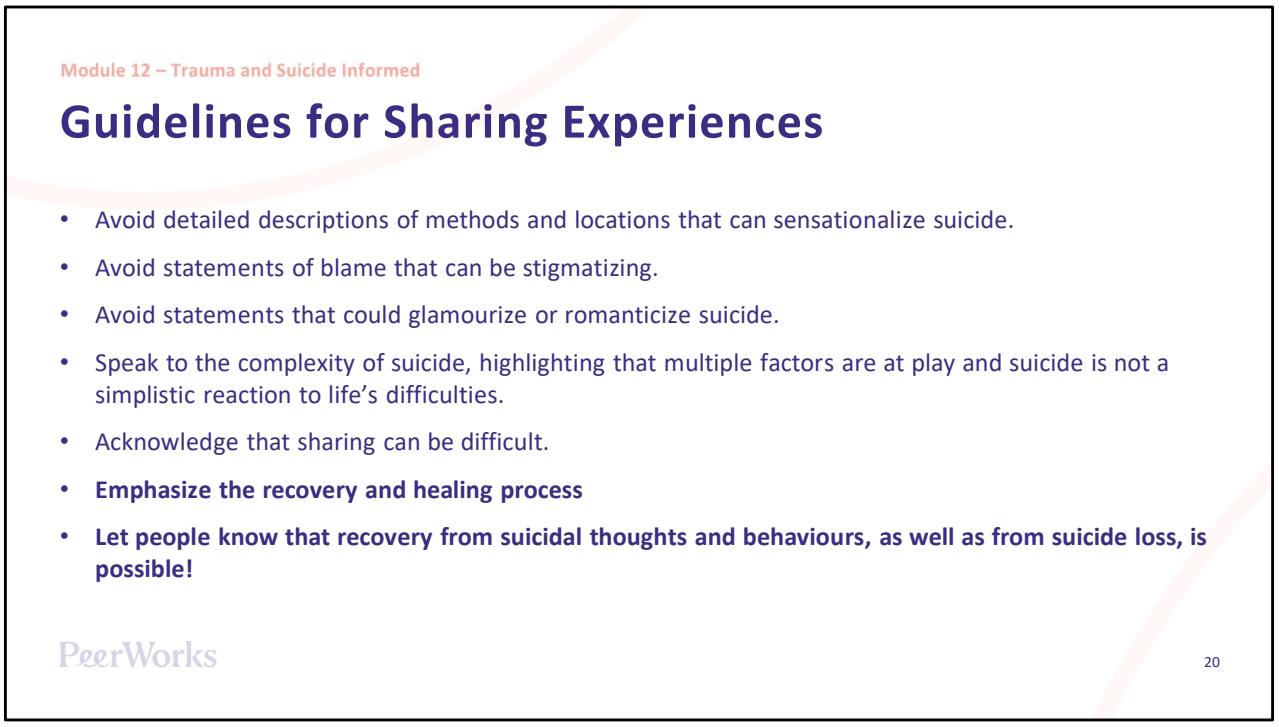
TRAINER

Read out the description of LivingWorks.



TRAINER

Read out the core principles of LivingWorks.



TRAINER

Read out the guidelines for sharing experience with suicide.

These guidelines are drawn from https://www.suicideinfo.ca/resource/guidelines-for-sharing-experiences-with-suicide/

Reiterate the bolded guidelines, as they can provide hope and save lives.

Module 12 – Trauma and Suicide Informed

Resources

- Crisis and Trauma Resource Institute https://ca.ctrinstitute.com/resources/
- Trauma Informed Care Implementation Resource Centre https://www.traumainformedcare.chcs.org
- Canadian Association for Suicide Prevention https://suicideprevention.ca/
- Crisis Services Canada https://988.ca/
- Centre for Suicide Prevention (Canadian) https://www.suicideinfo.ca/
- LivingWorks https://www.livingworks.net/
- PeerWorks' Trauma-Informed Peer Support Webinar by Keely Phillips https://vimeo.com/432935662
- Centre for Suicide Prevention Workshops: https://www.suicideinfo.ca/workshops
  - Looking forward (children and youth)
  - Small talk (warning signs in children)
  - Walk with me (indigenous suicide bereavement)
  - Suicide to hope (caregivers of those at risk)
  - River of life (caregivers of indigenous youth)

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COORDINATOR

Read out the resources for this module and bring the conversation back to the opening discussion of hope and self-care.

TRAINER

This was a heavy topic that has previously had an emotional impact on our participants, so we wanted to end with a "check-out" question and encourage everyone to take time for self-care.

COORDINATOR

Read out the homework. Thank everyone for their participation. Invite anyone to stay afterwards if they want to talk about anything, they don't have to take those feelings/thoughts with them.

TRAINER

Thank everyone for their time and ask if anyone has any final comments or questions that they want to bring forward.