

CMHAM
State Training Guidelines Workgroup
Training/Curriculum Recommendations

This Training Guideline is for the development and presentation of training content. Curricula based on this guideline will contribute to statewide training quality, uniformity, and reciprocity.

Topic: *Trauma Informed Services*

Defining Paragraph (Vision, Boundaries, Overall Outcome Statement):

The ability to provide trauma informed care to individuals receiving services is a crucial skill set for direct support professionals. It is our responsibility as direct support professionals to work with individuals in a manner which supports and does not worsen the impact of previous trauma. This training addresses the nature of trauma and its impact on the individuals served and the caregiver workforce which supports them.

Definitions:

Content – The areas covered in the subject.

Outcomes/Competencies – Statements about what participants will be able to do as a result of having participated in the course.

Outline – A suggested approach to meeting Outcomes/Competencies.

The content, outcomes/competencies, and outline are interrelated. Each is not necessarily a one-to-one relationship with another.

Content:

1. Define the meaning of a trauma informed care and approach.
2. Realize the widespread impact of trauma.
3. Recognize the signs and symptoms of trauma.
4. Developing resiliency skills.
5. Resisting re-traumatization.
6. Compassion fatigue and secondary traumatic stress.

Outcomes/Competencies:

1. Ability to define trauma and the individualized nature of trauma.
2. Recognize conditions when re-traumatization might occur how to minimize the effects.
3. Understand and use the Six Key Principles of trauma informed services:
 - i. Safety
 - ii. Trustworthiness and Transparency
 - iii. Peer Support
 - iv. Collaboration and Mutuality
 - v. Empowerment, Voice and Choice
 - vi. Cultural, Historical and Gender Issues
4. Developing resiliency skills by recognizing the ability of an individual, family, or community to cope with adversity and trauma and adapt to challenges and change.
 - i. For individuals receiving supports
 - ii. For caregivers
5. Ability to apply the Key Principles to trauma recovery to minimize and resist re-traumatization and facilitate healing:
 - i. Safety and stabilization
 - ii. Remembrance and mourning
 - iii. Reconnection
6. Recognize the need for self-care due to secondary trauma.

Outline/Recommendations:

When training this topic, remember that content and examples must be relevant to the specific setting and not over generalized.

1. Define trauma, re-traumatization, triggers and resiliency.
2. ACE (Adverse Childhood Events) study and long-term effects of trauma.
3. Impact of trauma on neuro-biology.
4. Common signs and symptoms of trauma including but not limited to:
 - i. Rear reactions
 - ii. Isolation
 - iii. Substance use
 - iv. Agitation
 - v. Over/under reacting
 - vi. Sleep disturbances
 - vii. Changes in appetite, etc.

(Consideration is given to individual differences and triggers.)

5. Six Key Principles of a trauma informed approach and the skills for individualization and implementation.
6. Self-care related to secondary trauma.
7. Discuss ways to reduce trauma triggers in the environment, such as mindfulness activities, creating a pleasant environment, etc.
8. Keys to trauma recovery and the skills for the facilitation of healing.

Trainer Qualifications:

Check all that apply, be specific (years, degree, skills, etc.):

- College Degree:
- License:
- Years' Experience (please specify below)
- Documented Skill Set:
- Training Experience
- Trainer in Adult Learning Styles/Methods:
- Other:

Specified experience:

Must have advanced training or Training of Trainers in Trauma Informed Services with a minimum of one-year experience training on trauma

Length of Training:

One (1) hour, up to three (3) hours. Could be offered in its entirety or broken into components.

Format:

The acceptable format(s) for the class:

- Blended Learning (Online + Instructor-Led)
- Instructor-Led Class
- Instructor-Led Webinar
- Online Course
- Other (specify):

Teaching Methods:

These are the best teaching methods for teaching course content. Additional methods may also enhance learning.

- Individual
- Classroom/Group
- Lecture
- Discussion
- Skills Practice
- Skills Practice
- Return demonstrations
- Activities
- Videos
- Online Activities
- Individual Assignments
- Homework Assignments
- Other (specify):

Method of Assessment:

How to measure entry level competency in this course:

- Written Test Performance Indicator: 80 %
- Return Demonstration Performance Indicator:
- Online Test Performance Indicator: 80 %
- Skill Sheet Performance Indicator:
- Homework Assignment(s)
- Observation with sign-off sheet
- Other (specify):

Scope of Implementation:

Training recommended for...

- Specialized Residential direct care staff/home managers
- Specialized Residential Administrators
- Community Living Supports (CLS)
- Pre-Voc Skill Building / Supported Employment (i.e. Competitive Employment, volunteer)
- Non-Voc Skill Building
- Supported Living staff
- Adult Foster Care staff
- Respite Service staff

Trauma Informed Services

Scope of Implementation, continued:

- Self-Determination staff
- In-Home service staff (children's program)
- Foster Family Group Home staff
- Child-caring Institutions (Children's Group Home) staff
- As identified in the Individual's Person Centered Plan
- Other (specify):

Frequency:

It is recommended the content be reviewed/retaken.

- As directed by the Individual Plan of Service
- Initial & Annual
- Initial & As Needed (Person Served Driven Need)
- Initial & Every two (2) years
- Initial & Every three (3) years
- Other (specify):

Additional Comments:

It is highly recommended that the core concepts be integrated into other curriculum guides.

References/Legal Authority:

1. Mental Health Code
2. Prevailing State Guidelines and Practice Protocols
3. MDHHS Trauma Policy
4. Bolton, M. et al (2013). Trauma Informed: The Trauma Toolkit, Second Edition. New York, Clinic Community Health Center.
5. Tonier Cain, Healing Neen, healingneen.com
6. SAMSHA.gov

Note: If training is for an adult foster care facility/home adult foster care staff must also comply with the adult foster care administrative rules. In addition, in those situations where the contents of the training conflict with an administrative rule, the rule prevails.