

Summer Wellness Series 2021



Trauma-Informed Teaching and Learning Practices Post-COVID

Facilitator: Dr. Yuen-ying Carpenter, PhD

Date: Thursday, June 17, 2021

Time: 10:45 - 12:00 p.m. (75 minutes)

We would like to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region 3.



This webinar is being recorded

- The recording will be shared afterwards
- The chat box and your name display will be edited out of the final recording
- All microphones and videos are turned-off except for the facilitator
- Please use the chat box during the presentation to ask questions

Facilitator



Dr. Yuen-ying Carpenter, PhD

- Senior Instructor and Associate Head – Undergraduate, Department of Chemistry
- Chemist & science education researcher
- Deeply believes in resilience as a result of community-care, rather than self-care

Currently supporting her well-being by...

...cuddling her dog, lifting heavy things, and being in virtual community with other caring educators.

Key Wellness Resources

- [Taylor Institute Resources](#)
- [UCalgary Staff Wellness and Mental Health Consultant](#)
- [Homewood Health Employee and Family Assistance Plan](#)
- [UCalgary Mental Health and COVID-19](#)
- [Writing Symbols Lodge \(culturally-based supports for Indigenous students\)](#)
- [Campus Mental Health Strategy](#)
- [Alberta Health Services](#)
- [Mental Health Commission of Canada](#)
- [Canadian Mental Health Association](#)
- [Centre for Addiction and Mental Health COVID-19 page](#)
- [Wellness Together Canada](#)

Thank you's

Mentorship Alex Venet

<https://unconditionalllearning.org/>



@AlexSVenet

Organizational Team

Campus Mental Health Strategy

Taylor Institute

Sasha Lavoie, Andrew
Mardjetko, Emily Denooij,
Andrew Szeto, Cheryl
Jeffer, and Melissa Boyce

After this session, you will begin to be able to...

- Articulate how both stress and **trauma responses** may affect learning and work
- Distinguish between saviourism and stewardship when describing relationships between individual and **community well-being**
- Apply **Venet's four-priorities model** to identify opportunities for trauma-informed practices in our classrooms and broader campus spaces
- Explain connections between **equity** and trauma-informed practices in higher education spaces

*Accessibility note: Font is open-source via <https://opendyslexic.org/>

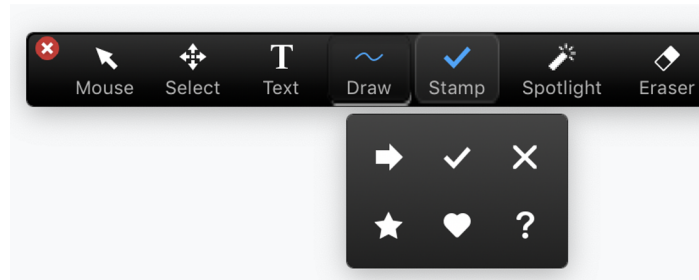
Check-in

I'm feeling
exhausted

I'm feeling
energetic



Choose Annotate from the View Options menu at the top of your Zoom window. Select a stamp and place it along the line above to indicate how you're feeling



Be mindful today about your own well-being.

What is trauma?

Trauma is a **response**
not an event.
Not all stress is trauma.

Occurs when an experience of powerful and dangerous events **overwhelms a person's capacity to cope.**

Adapted from NCTSN and Education Northwest

“Don’t be a trauma-detective.”

Trauma responses
are highly individual,
so the same events
may not impact
each of us equally.

Examples of trauma responses

- Over- or under-reacting
- Avoidance
- Difficulty with self-regulation
- Impulsivity
- Inability to make decisions
- Hypervigilance
- Perfectionism
- Physical distress (e.g. headaches)

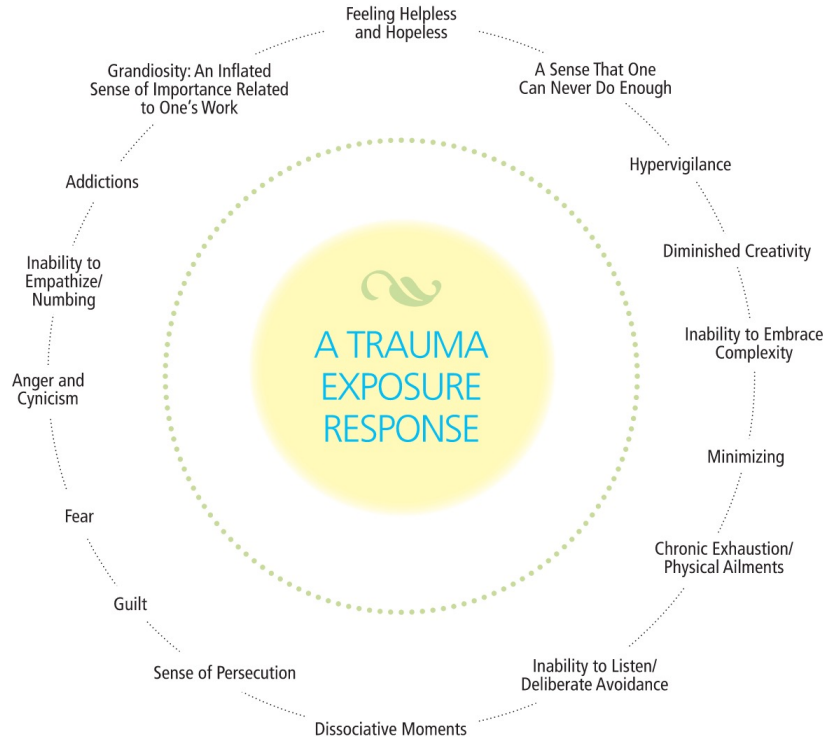
How can trauma impact learning?

Trauma affects more than our emotions.

Trauma responses engage fight-or-flight **survival mode**, shutting down the capacity for complex problem-solving.

Trauma responses exacerbate the **feeling of risk** which accompanies new tasks.

Self-regulation (to focus, study, time-manage, and plan) is often more limited.



Boundaries & Stewardship

“Somewhere between internalizing an ethic of martyrdom and ignoring ongoing crises lies the balance that we must find in order to sustain our work.”

Trauma-informed decision making: A COVID-19 example

Should students be required to turn on their webcam while attending online classes?



Created by Vectorstall
from Noun Project

<https://www.linkedin.com/pulse/cameras-damned-karen-costa>
<https://www.edutopia.org/article/value-camera-optional-policy>

Four priorities model (Venet)

Not a one-size-fits-all checklist, but a way to think about **what matters** and **why**

Predictability

Connection

Flexibility

Empowerment

Four priorities model (Venet)

Not a one-size-fits-all checklist, but a way to think about **what matters** and **why**

Predictability

Trauma can undermine an individual's sense of safety and sense of what's reliable or stable.

Connection

Flexibility

Trauma responses are not linear; we have good days and bad days.

Empowerment

Four priorities model (Venet)

Not a one-size-fits-all checklist, but a way to think about what matters and why

Predictability

What might this look like?

- Establishing routines to build a sense of normalcy
- Responding in predictable ways
- Planning ahead for dysregulation

Connection

Flexibility

What might this look like?

- Observing and adjusting targets and approaches
- Allowing for multiple paths towards demonstrating learning

Empowerment

Predictability & Flexibility



Four priorities model (Venet)

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Predictability

Trauma can undermine an individual's sense of safety and sense of what's reliable or stable.

Flexibility

Trauma responses are not linear; we have good days and bad days.

Connection

Trauma disconnects us from each other and we may perceive even neutral messages as threats

Empowerment

Trauma can feel like a loss of control, or a betrayal of trust by the systems meant to protect us. Trauma strips away agency.

Four priorities model (Alex Venet)

Not a one-size-fits-all checklist, but a way to think about what matters and why

Predictability

What might this look like?

- Establishing routines to build a sense of normalcy
- Responding in predictable ways
- Planning ahead for dysregulation

Flexibility

What might this look like?

- Observing and adjusting targets and approaches
- Allowing for multiple paths towards demonstrating learning

What might this look like?

- Investing in relationships with and between others
- Being deliberately positive instead of neutral

Connection


What might this look like?

- Authentic choices
- Practice & model consent
- Opt-in not opt-out policies
- Minimizing compliance for compliance-sake

Empowerment

Connection & Empowerment





Equity is at the
heart of a
meaningful
trauma-informed
approach.

Learning and workspace policies
should be...

- Human-centered
- Asset-based
- Pro-active
- System-focused



Resilience is a
community
responsibility.

Take a minute to reflect for yourself on what's
been shared today.

What did you notice?
What do you wonder?

Share.

Take a moment to introduce
yourself to your group.

What did you notice?
What do you wonder?

Group discussion norms

- “What’s said here stays here, what’s learned here leaves here”
- Choose your level of vulnerability
- Be conscious of the space you take up

More Questions?

Connect with me

EMAIL yyscarpe@ucalgary.ca



@whysquared

More information about upcoming Summer Wellness Series 2021 webinars
<https://taylorinstitute.ucalgary.ca/series/summer-wellness>

June 17, 2021

Facilitated by
Yuen-ying Carpenter
Department of Chemistry

Resources and References

What is trauma? How does it affect us?

- **The 12 Core Concepts: Concepts for Understanding Traumatic Stress Responses in Children and Families.** National Child Traumatic Stress Network (NCTSN). 2012.
https://www.nctsn.org/sites/default/files/resources//the_12_core_concepts_for_understanding_traumatic_stress_responses_in_children_and_families.pdf

The Four priorities model, Alex Venet, Unconditional Learning

- **Newhouse, K. *Four Core Priorities for Trauma-Informed Distance Learning*.** Mindshift. 2020 April 6. <https://www.kqed.org/mindshift/55679/four-core-priorities-for-trauma-informed-distance-learning>

Trauma-informed teaching and learning in higher education

- **Davidson, S. *Trauma-Informed Practices for Postsecondary Education: A Guide*.** Education Northwest.
<https://educationnorthwest.org/sites/default/files/resources/trauma-informed-practices-postsecondary-508.pdf>

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Resources and References

On boundaries and your well-being in trauma-informed practice

- **Trauma stewardship: An everyday guide to caring for self while caring for others.** Laura van Dernoot Lipsky and Connie Burk. Berrett Koehler Publishers, 2009.
- **Role-Clarity and Boundaries for Trauma-Informed Teachers.** Alex Venet. Educational Considerations, 44(2). <https://doi.org/10.4148/0146-9282.2175>

On equity and systemic barriers to trauma informed practice

- **Don't Be Fooled, Trauma Is a Systemic Problem: Trauma as a Case of Weaponized Educational Innovation.** Khasnabis, D. & Goldin, S. Occasional Paper Series, 2020 (43). <https://educate.bankstreet.edu/occasional-paper-series/vol2020/iss43/5>
- **Equity-Centered Trauma-Informed Education.** Alex Shevrin Venet. WW Norton, 2021.

On trauma-informed teaching during COVID

- **A Trauma-Informed Approach to Teaching Through Coronavirus.** MARCH 23, 2020. <https://www.learningforjustice.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus>

A massive curated list of resources

- **Getting started with Trauma Informed Teaching.** Alex Venet. Unconditional Learning. <https://unconditionallearning.org/2016/04/11/getting-started-with-trauma-informed-teaching/>