

EQUITY IN MENTAL HEALTH

Winter 2025 Workshop

*Safety, Voice, and Choice:
Infusing Trauma-Informed
Practice into our Work and
Workplaces*



UC San Diego

EQUITY, DIVERSITY, AND INCLUSION

Land Acknowledgement

The UC San Diego community holds great respect for the land and original people of the area where our campus is located.

Today, The Kumeyaay people continue to maintain their political and cultural traditions as vital members of our San Diego community.

We acknowledge their tremendous contributions to our region and thank them for their stewardship.



EQUITY IN MENTAL HEALTH



EQUITY IN MENTAL HEALTH

UPDATED LEARNING OUTCOMES

Participants in the Equity in Mental Health Series will be able to:

- 1. Understand trauma informed program design and implementation to support student well-being.**
- 2. Identify stressors and practice self-care strategies to model and share with impacted student populations.**
- 3. Address the intersections of DEIB and TI practices to center the needs of our most vulnerable and impacted student populations.**

The purpose of these learning outcomes is to equip student-facing faculty, staff, and practitioners with the skills, tools, and knowledge needed to address the mental health needs of our students.



UC San Diego
EQUITY, DIVERSITY, AND INCLUSION

EQUITY IN MENTAL HEALTH



Marianne Frapwell

Director of CARE at SARC, UC San Diego



Trauma-Informed Practice

Marianne Frapwell (she/her), Director,
CARE at the Sexual Assault Resource Center





Our Shared Space

- Confidentiality vs. privacy
- Shared learning
- Intent and impact
- Practicing self-care and community care

Let's Check-In

Where is a place where you feel grounded, or most at home?

Use your senses to imagine yourself there.



Today's Plan

1. Understanding Trauma
2. Trauma-Informed Practice
3. Safety, Voice, and Choice in Practice
4. Self-Care and Community Care



Understanding Trauma

What is Trauma?

It is not just an event that took place in the past; it is also the imprint left by that experience on the mind, brain, and body.

-Bessel Van Der Kolk, M.D.

Trauma is the body's protective response to an event—or a series of events—that it perceives as potentially dangerous.

-Resmaa Menakem, LICSW

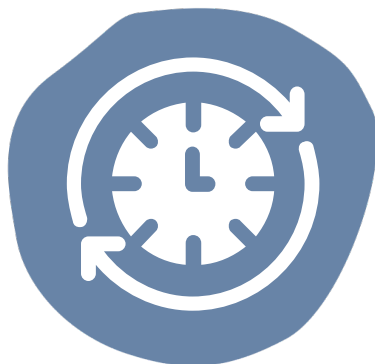


Trauma can be...

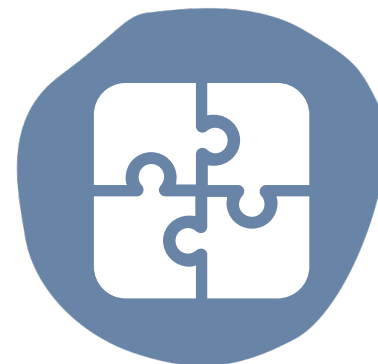
*A threat to safety
and survival that
overwhelms one's
ability to cope*



Acute



Chronic



Complex



Vicarious



Systemic



Generational

In summary

While we never want to normalize the occurrence of violence or trauma...

we **can** acknowledge its pervasive presence in our lives,

we can normalize its **impacts**, and we can **practice empathy** for ourselves and others.



Trauma- Informed Practice

Being trauma-informed means...

- Acknowledging the prevalence of trauma
- Avoiding re-traumatization and feelings of powerlessness
- Actively prioritizing **safety, voice and choice** for individuals and communities
- Asking “What happened to you?” instead of “What’s wrong with you?”

Applying a Trauma-Informed Lens

What's wrong with them?

“Why are they looking around the room all the time? Are they not paying attention?”



“Why do they drink so much? It seems like they can't control themselves.”



“They really need to have more self-confidence, or no one's going to take them seriously.”



What happened to them?

“Certain seats in this room could make someone feel trapped. Next time I'll let everyone choose a seat they're comfortable with.”

“Drinking heavily can be a coping mechanism. How can I connect them with resources?”

“Prior experiences can affect our self-confidence. I'll be sure to reaffirm their good ideas in our next meeting.”

Six Principles of Trauma-Informed Care



Pair & Share: Think of a program, office, or space that has identified itself as trauma-informed. Looking at these principles, what do they do that's trauma-informed? Or what are practices that you've seen offices or folks do that fit into any of these categories?

Applying Trauma-Informed Principles



Scenario

You oversee a summer program to connect first-gen college students to research activities on campus. One of this year's programs includes a trip to Tijuana and its surrounding areas to learn more about the ecological impact of the international border. You learn that one of the students, Elena, has been missing deadlines on some of her pre-trip assignments and has seemed distracted in group sessions. She also 'snapped' at a classmate who asked about safety precautions for their upcoming trip. When you meet with her to check in, you learn that she is originally from Tijuana, and that she is currently juggling her academics with being the primary caregiver for her father, who has a chronic illness.

As we discuss specific techniques and ideas for what trauma-informed interactions might look like, think about how they might apply to this situation.

Safety

Physical, Emotional, and Psychological



Create comfortable and private meeting spaces



Assess how authority and status are communicated

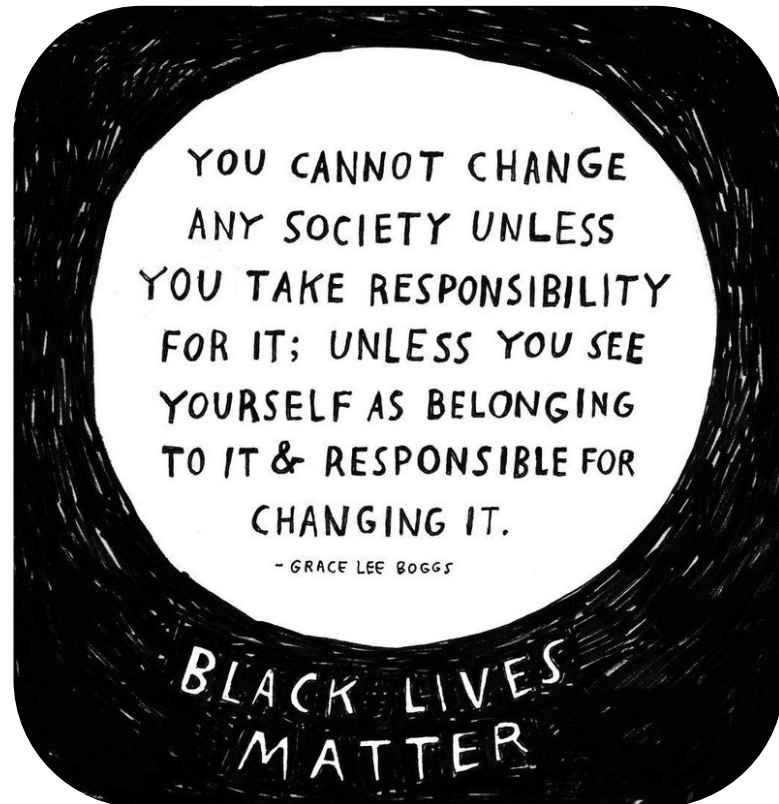


Individuals may not always be able to verbalize distress



Model consent wherever possible

Making Room for Voice



- Community-created and led initiatives
- Consistent feedback mechanisms
- Culturally-responsive and inclusive environments
- Conflict as opportunity

Agency & Choice

Choice wherever possible

- Share resources & include the option to decline them
- “Would you prefer Zoom or in person?”

Understanding & context where choice isn't possible

- Be transparent about the process
- “I need to ask this question as part of our intake.”

Active participation, when possible & desired

- Phrase things as an invitation rather than a command
- “Would you like to help me draft the email?”

Scenario Recap

You oversee a summer program to connect first-gen college students to research activities on campus. One of this year's programs includes a trip to Tijuana and its surrounding areas to learn more about the ecological impact of the international border. You learn that one of the students, Elena, has been missing deadlines on some of her pre-trip assignments and has seemed distracted in group sessions. She also 'snapped' at a classmate who asked about safety precautions for their upcoming trip. When you meet with her to check in, you learn that she is originally from Tijuana, and that she is currently juggling her academics with being the primary caregiver for her father, who has a chronic illness.



Self & Community Care

Creating Sustainable Support

- Practice compassion toward coping skills
- Build resilience with regular habits
- Identify triggers and self-soothing strategies for acute stress
- Re-evaluate policies and practices that do not support self- and community-care
- Prioritize expressing your, and accepting others', needs and boundaries



**What
questions do
you have?**



CARE at SARC

- Free and confidential
- CARE services address:
 - Sexual assault
 - Relationship violence
 - Stalking
- Serves all students, staff, and faculty
- CARE's approach:
 - Survivor-centered
 - Empowerment-based
 - Trauma-informed

Feedback Survey

Please respond to this short survey. All responses are anonymous. Your responses will help us assess and evaluate our training offerings. Thank you!



Thank you!



Google folder with
additional resources

Contact CARE at SARC

Call or Email

24/7: (858) 534-5793

careinfo@ucsd.edu

careadvocate@ucsd.edu

Location

Student Services Center,
Suite 500

Website & Social Media

care.ucsd.edu

Instagram: [@ucsdcare](https://www.instagram.com/ucsdcare)

THANK YOU!

We look forward to seeing you at a future workshop.

