

Public Health Leaders' Trauma Stewardship: Equipping you to lead your teams amid trauma

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About me... ...and you!

Administrative Leader
Research Team Leader
Sexual Assault Nurse Examiner
ARC Disaster Response Leader

Mom of 2 amazing young adults
I relax by spending time outdoors, playing cards, baking...



By the end of today's session you will...

- Identify 3 core principles of trauma informed leadership
- Demonstrate trauma stewardship via phenomenological listening techniques
- Identify two leader self-care strategies to mitigate vicarious trauma

Setting the stage for our time together

- Brief didactic overview
- Some skills practice
- Reflect on something you will be willing to talk about with a partner during our practice time:
 - Meaningful** Experience (past or recent past)
 - Could be very **positive** or very **negative**
 - A pet you had, childhood memory, your adolescent years, loss or illness of a loved one



Public health is the fungi (mycelium) that supports the health of individuals, families, communities, and societies



Trauma-informed
public health
leaders are more...



...conscious.
connected.
committed.
confident.
capable.

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Trauma Defined



Individual trauma results from an **event**, series of events, or set of circumstances that is **experienced** by an individual as physically or emotionally harmful or life threatening and that has lasting **effects** on the individual's functioning and mental, physical, social, emotional, or spiritual well-being. -SAMHSA

Event.
Experience.
Effects.



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Trauma Informed, Defined



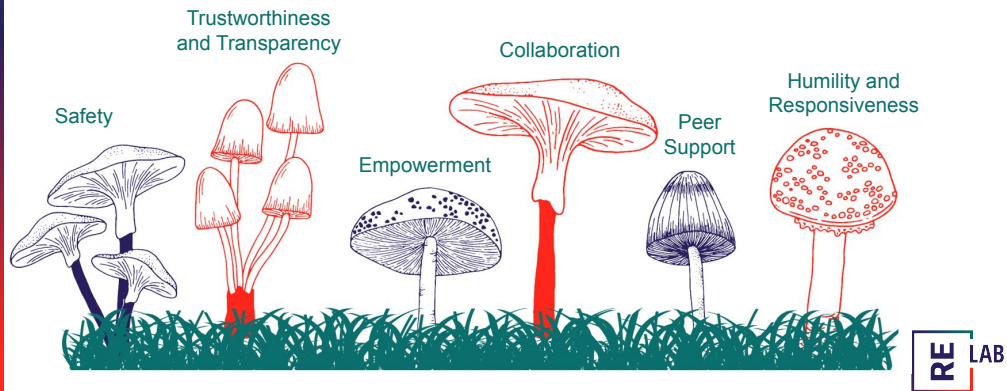
Trauma-informed care **realizes** the widespread impact of trauma and understands potential paths for recovery; **recognizes** the signs and symptoms of trauma; **responds** by fully integrating knowledge about trauma into policies, procedures, and practices; and seeks to actively **resist** re-traumatization. -SAMHSA

Realize.
Recognize.
Respond.
Resist.



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Trauma-Informed Leadership Principles



Pulse Check: Is your public health system trauma-informed?



Categories of Trauma

Historic



Childhood/ACES



Current



Collective

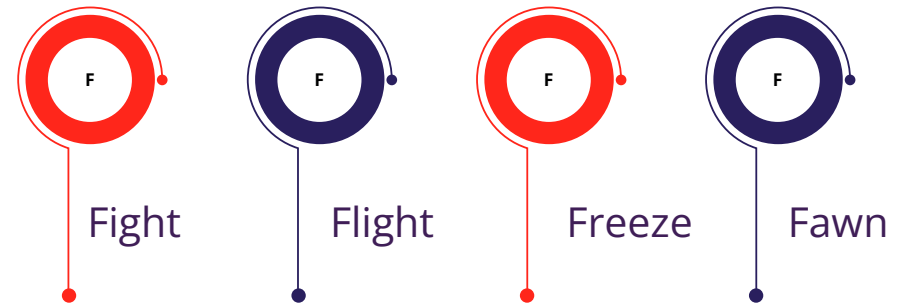


Trauma is incredibly common.
So are our strengths.

Trauma Response

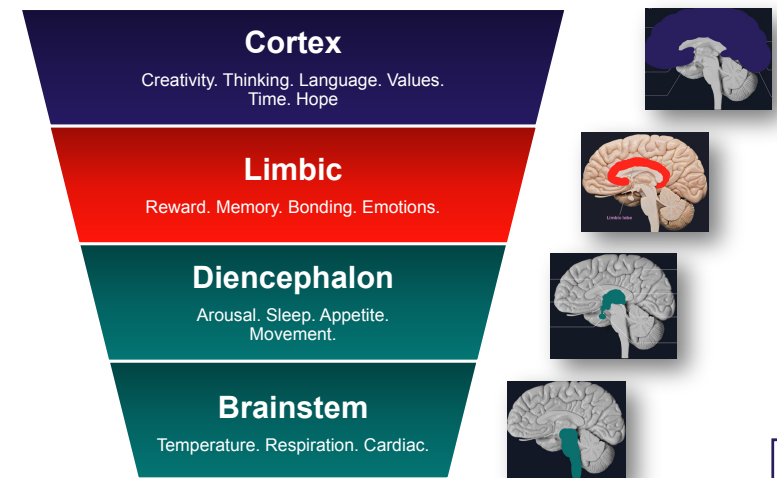


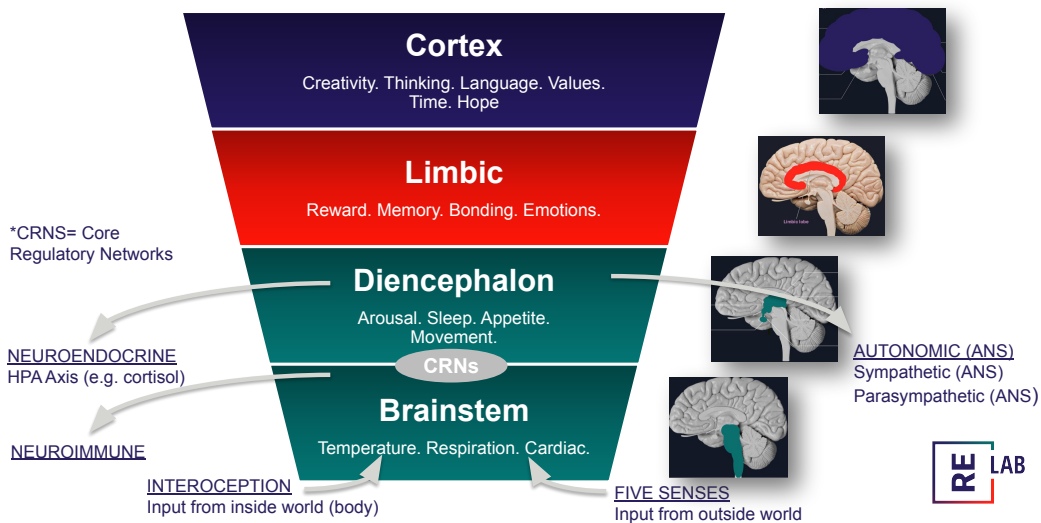
The 4 Fs of Fear and Stress



Fear. Vulnerability. Helplessness.

Trauma Brain





Prefrontal Cortex (Sophisticated)

- Retention of thought and memory
- Management of emotions and reflection on behavior
- Focus of our attention on choosing, and then doing what we choose, consistent with our goals and values
- But it becomes impaired in traumatic (or re-traumatizing) situations**



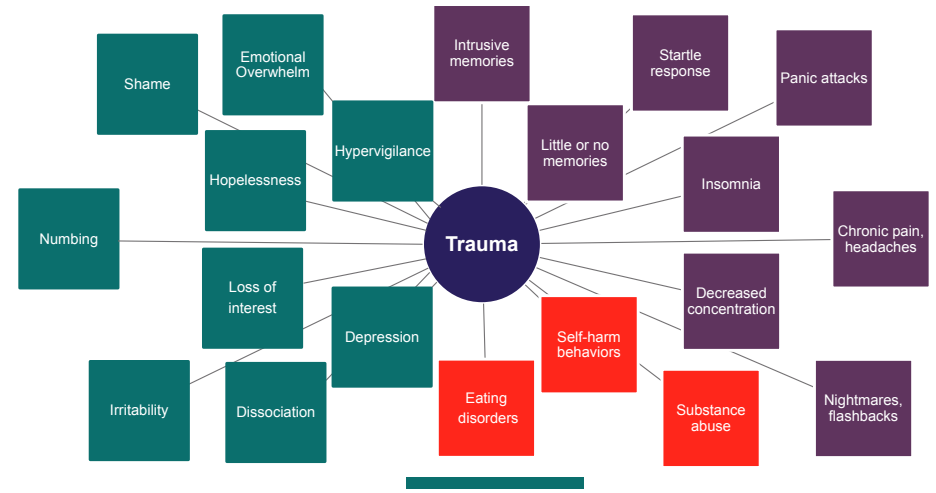
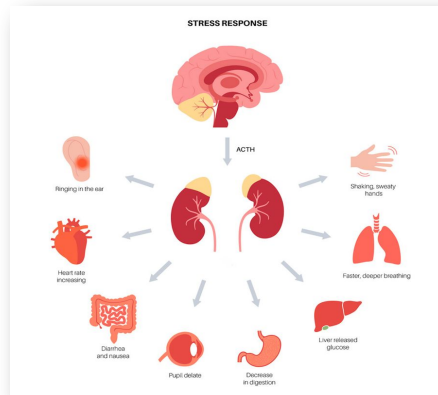
Self-Regulating Trauma
Healthy ways. Harmful ways.

Trauma Body



Signs/Symptoms of Acute Trauma Response

- Increased heart rate
- Muscle tension
- Trembling
- Dilated pupils
- Blurred vision
- Respiration changes
- Increased glucose
- Sweaty palms



Trauma survivors have symptoms, not memories

Scripting Opportunity

"I just don't understand why I couldn't remember what to do. I just froze."

?

Scripting Opportunity

"I just don't understand why I couldn't remember what to do. I just froze."

"Your body decided how to respond, and its primary focus was to keep you safe. It was not a decision that you could have made consciously."

Scripting Opportunity



Supporting Staff in Trauma

Trauma-Informed Supervision & Leadership

- Create safety with clear expectations
- Co-create ground rules for meetings
- Model fairness, reliability, trustworthiness
- Respect and welcome differences
- Keep trauma in mind
- Be aware of power differentials
- Appropriately use authority of the role

Safety.
Fairness.
Respect.
Awareness.

Trauma-informed leaders understand this.

Trauma-Informed Leader's Intervention Goals



You:
Realize. Recognize. Respond.



Them:
Regulate. Relate. Reason.

Trauma-Informed Listening



What can you share about your experience?

Tell me more.



Now, what about you?

Supervisor Trauma

aka
Secondary Trauma
Vicarious Trauma
Moral Injury
Compassion Fatigue



Take time.
Find balance.
Separate.
Limit.

Our Paired Exercise

- ▣ Goal: To listen to lived experience, and gently inquire, but mostly to LISTEN authentically and intently.
- ▣ First "Listener": Ask an open-ended question and LISTEN
 - ▣ Few interruptions, few follow up questions.
 - ▣ You are not problem solving. You are hearing.
- ▣ First "Sharer": Talk about the experience you chose
 - ▣ It's your time --- use it.
- ▣ Switch roles and repeat.



Find your place in the public health ecosystem
so it thrives, and you do too!



THANK YOU!

Questions? Comments?
Interested in more trainings?

Contact our team!

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