

Center for Advancing Holocaust Survivor Care







## Strategies and Principles for Building Trainings on Person-Centered, Trauma-Informed Care

August 3, 2017

Person-Centered, Trauma Informed

A holistic approach to service provision that promotes the dignity, strength, and empowerment of trauma victims by incorporating knowledge about the role of trauma in victims' lives into agency programs, policies, and procedures.







**Goal:** To create a culturally competent, person-centered, trauma-informed (PCTI) approach for the care of Holocaust survivors and their families.

Impact: Holocaust survivors will report being less triggered and feel more supported by those providing care for them and their families.

## HonoringLife<sup>™</sup> Training

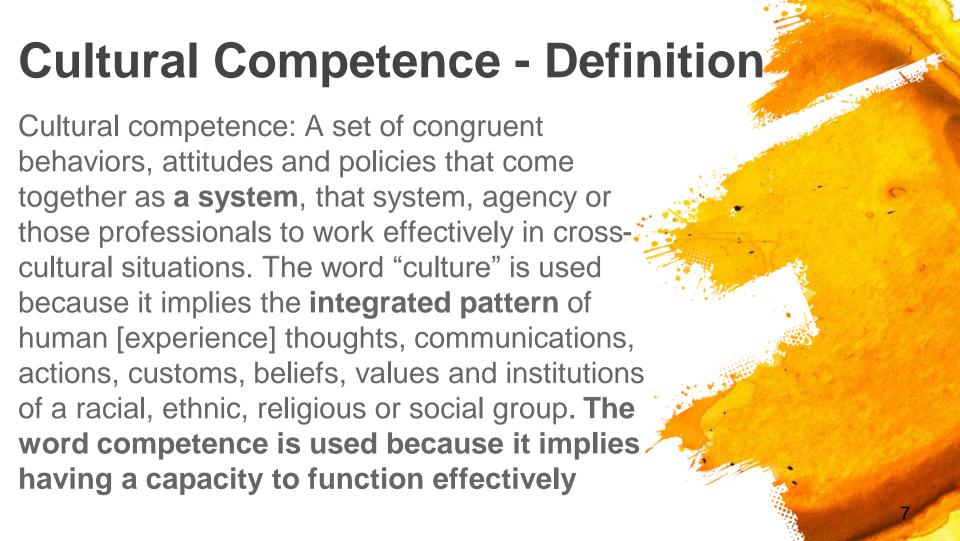
- Experiences and reactions of survivors
- Impact of aging on survivors
- Potential triggers of difficult memories
- Working with families of survivors
- Providing sensitive, compassionate care

## Aging and Trauma

Late-Onset Stress Symptomatology (LOSS)

 Consequence of traumatic exposure earlier in life

- Development of increased thoughts and reminiscences about emotional responses to one's wartime experiences
- Process in context of losses associated with aging
- oIndividual has functioned well throughout his of her adult life



**Cultural Competency – A Journey** 

 It is almost impossible to know everything about every culture.

 Curiosity, empathy, respect, and humility are some basic attitudes that have the potential to help the clinical relationship and to yield useful information about the client's individual beliefs and preferences.

• It is an approach that focuses on inquiry, reflection, and analysis throughout the care process and is most useful for acknowledging that culture is just one of many factors that influence an individual's health beliefs and practices

Goals of HonoringLife™ Training

• Provide an overview of cultural competence

 Promote a greater sense of safety and security for those with trauma history

- Develop increased knowledge
- Develop increased awareness
- Develop increased empathy and sensitivity
- Enhance interactions relationships through more effective understandings

HonoringLife™ Training for:

- Direct care workers
- Physicians and Nurses
- Therapists (PT, OT, ST) Aides
- Home health workers, Social Workers
- Dieticians and food servers
- Case Managers
- Activities and recreation staff
- Chaplains
- Drivers
- Volunteers
- Housekeeping and maintenance staff
- Managers and administrators



#### Outreach Efforts:

- Be strategic and identify short-term goals
   Network effectively and focus on long-term outcomes
- Be very accommodatingEmphasize collective impact
  - more cost effective patient outcomes
  - measurable outcomes demonstrate increased sensitivity and empathy
  - cultural competence training often a requirement in most settings

## Partnerships

- Universities and colleges
  - Occupational therapy
  - Radiology
  - Physical therapy
  - Dentistry
- Nursing schools
- Hospitals
- Home health agencies



## Outcomes of Training

- How do we know we are making a difference?
  - Measure knowledge and awareness in a pre and post survey
  - Measure sensitivity and empathy 90 days after training
    - Average increase of 25% knowledge and awareness
    - Difference in sensitivity and empathy for those who participated and did not participate in training



#### Goals of Our Project

- Furthering PCTI Knowledge and Education Among Those Interacting with Holocaust Survivors
  - Training for professionals
  - Trainings for non-professionals
  - Providing support and education to family caregivers



#### Target Populations: Differences in PCTI Training

- Professionals:
  - Home Health Aides; Home Health Agency Coordinators and Other Agency Staff Members
  - Staff Members of Our Agency Attending
     Second Generation Training
- Non-professionals
  - Family Caregivers
  - o Community Volunteers

## **Evaluation Strategies:**

- Participant Feedback Form
- Challenges:
  - Stand-Alone Presentations
  - Varying Literacy
  - Participants not oriented toward completing surveys
- Resolutions:
  - Brief, clearly-worded forms
  - Participants actively encouraged to complete their forms

## Looking Beyond This Year

- Home Health Aide Training Video
   + Handouts
- Audio Recordings from Second Generation Meetings
- Facilitator's Manual for Second Generation Meetings
- Training Packages for Volunteers: Low Vision and High School



#### Introduction

- Jewish Family Service of Metropolitan Detroit
  - o Who We Are
  - o Who We Serve
  - JFNA Grant –Alpha Cohort

    - Individual and Group Counseling
    - Transportation for Socialization



What will be covered

 Effective approaches to developing a curriculum

Creating timelines and designating responsibilities

Tools used to collect and present information

Challenges faced



# Recruiting Experts and Collaborators

- Recognize what might be needed
  - Experts
  - Testimonials
    - From those who have worked hands on with demographic
    - ➤ From Holocaust survivors themselves
- Research experts in the field
- Find Holocaust survivors willing to share experiences
- Put together a development team

#### Tools used to create a curriculum

- Write up contract/charter
  - To be signed by all authors
- Create a timeline
  - for all tasks involved
  - for all those involved
- Designate tasks to ensure efficiency
  - Create a clear list of responsibilities for each person



#### Interviews with Holocaust Survivors

- Spoke with a number of Survivors, all of whom had a different experience to share
  - Variety of views on topic(s)
    - Survivors of the Holocaust
    - ▼ The children of Survivors

- Interviews were recorded and integrated throughout the training
  - Media release to use content signed by interviewee



#### Interviews with Survivors, cont.

- Share interview questions with interviewees in advance
- Create a comfortable environment for interviewees
  - o Open space
  - Allow for additional time
  - o Pause when needed; allow interviewee to share
  - Interview someone who already knows you; they
    may be more comfortable

#### **Presentation Materials**

- PowerPoint Format
- Participant's Guide/Activities and Handouts
- Facilitator's Guide
- Evaluations



#### Resources/Research

- Use of reputable resources
  - United States Holocaust Memorial Museum
  - o Credited materials
  - o Provide citations
- Give participants resources to refer to after training is complete

## **Participants**

- Who is your audience?
  - Consider their:
    - Education/Literacy level
    - Interest in topic
    - Reason for attending
- Length of training
  - Determined by:
    - Comparisons to similar trainings; keeping most valuable information
    - Who the audience is; what their needs are



## Participants, cont.

- Audience interaction
  - Keep audience engaged and interactive
  - Facilitate audience participation with questions
  - Create safe environment for questions and feedback
- Utilization of various engagement techniques
  - Break up presentation with videos
  - Maintain eye contact
  - Tell stories to keep things interesting
  - Plan activities for participants to interact with one another

## Challenges

- Adhering to timelines and responsibilities
  - Time management
  - Flexibility in the timeline for unexpected delays
- Prioritizing training content
  - Regularly checking what areas may require more or less information
  - Supporting materials

## Challenges, cont.

- Engaging community partners
  - Marketing your training
    - Sparking interest
    - Giving incentives for attending
      - Continuing Education Credits
    - Reaching out to the contacts in your network



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### Questions?

Please write your questions in the chat box.

If your question is for a specific presenter, please indicate that in your question.

If you would like more information, please email

HolocaustCenter@JewishFederations.org

This program is approved by the National Association of Social Workers for 1 Continuing Education Contact Hour (CEU)

• For those interested in CEUs, please use this link to pay the \$25 fee and take the webinar test.

## jfeds.org/DCWebinarAug

- We cannot provide this link after the webinar has ended.
  - o You must score at least 80% on your test to earn CEUs





Verification of Attendance for JFNA Cohort

You will receive an E-mail with a link.

Fill out the JotForm with your information and the following passcode to verify attendance:

## Tzedakah



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