WELCOME

Trauma: A Hidden Diversity
Trauma Presentation

Dr. Shannon Dickson, Dean of Counseling and Student Services

Dr. Jeanne Edman, Psychology Professor and Faculty Researcher

Trauma: A Hidden Diversity
TRAUMA ASSESSMENT
I HAVE EXPERIENCED A NATURAL DISASTER

1. Yes
2. No
I HAVE EXPERIENCED A MOTOR VEHICLE ACCIDENT FOR WHICH I RECEIVED MEDICAL ATTENTION OR THAT BADLY INJURED OR KILLED SOMEONE

1. Yes
2. No
I HAVE EXPERIENCED ANY OTHER KIND OF ACCIDENT WHERE I OR SOMEONE ELSE WAS BADLY HURT*

1. Yes
2. No

* examples: a plane crash, a drowning or near drowning, an electrical or machinery accident, an explosion, home fire, chemical leak, exposure to radiation or toxic chemicals
I HAVE EXPERIENCED THE SUDDEN OR UNEXPECTED DEATH OF A LOVED ONE OR CLOSE FRIEND

1. Yes
2. No
I HAVE EXPERIENCED A LIFE THREATENING ILLNESS

1. Yes
2. No
Reflection and comments
Traumatic Experiences Among CRC students

- Looking beyond the campus to better understand academic success among CRC students.
Sample

- African Americans N=209
- Asian/PI N=565
- Caucasian N=326
- Latino N=258

- Students were enrolled in introductory level psychology classes.
I HAVE HAD EXPOSURE TO WARFARE OR COMBAT

1. Yes
2. No
4. Exposure to **Warfare** or **Combat** (percent yes)

![Bar chart showing exposure to warfare or combat by race and gender.](chart)

- **Black Males**: 17.8%
- **Asian PI Males**: 7.2%
- **White Males**: 11.3%
- **Latino Males**: 12.0%
- **Black Females**: 3.4%
- **Asian PI Females**: 4.4%
- **White Females**: 2.9%
- **Latino Females**: 3.0%

Females: n.s.
Males: $p < .001$
I HAVE EXPERIENCED A ROBBERY WHERE THE ROBBER(S) CONFRONTED ME AND/OR USED OR DISPLAYED A WEAPON

1. Yes
2. No
8. A **robbery** where the robber(s) confronted you and/or used or displayed a weapon (percent yes)

<table>
<thead>
<tr>
<th></th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
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</tr>
<tr>
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<tr>
<td>White</td>
<td>16.3</td>
<td>9.2</td>
</tr>
<tr>
<td>Latino</td>
<td>24.0</td>
<td>15.9</td>
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</tbody>
</table>

Females: n.s.  
Males: $p < .001$
I HAVE BEEN ATTACKED AND BADLY HURT BY A STRANGER OR ACQUAINTANCE

1. Yes
2. No
9. Being attacked and badly hurt by a stranger or acquaintance (percent yes)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Males</th>
<th>Females</th>
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<tbody>
<tr>
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<td>22.2</td>
</tr>
<tr>
<td>Asian PI</td>
<td>14.7</td>
<td>13.3</td>
</tr>
<tr>
<td>White</td>
<td>12.7</td>
<td>13.8</td>
</tr>
<tr>
<td>Latino</td>
<td>15.8</td>
<td>18.0</td>
</tr>
</tbody>
</table>
I HAVE SEEN SOMEONE ELSE ATTACKED AND/OR SERIOUSLY INJURED OR KILLED BY A STRANGER OR ACQUAINTANCE

1. Yes
2. No
10. **Seeing someone else attacked** and/or seriously injured or killed by a stranger or acquaintance (percent yes)

![Bar chart showing the percentage of seeing someone else attacked by sex and race.](image)

- **Males:**
  - Black: 47.7%
  - Asian PI: 26.5%
  - White: 31.3%
  - Latino: 36.0%

- **Females:**
  - Black: 33.6%
  - Asian PI: 25.8%
  - White: 16.9%
  - Latino: 27.3%

**Females:** $p < .01$

**Males:** n.s.
I HAVE BEEN THREATENED WITH DEATH OR SERIOUS HARM BY SOMEONE

1. Yes
2. No
11. Being threatened with death or serious physical harm by someone

Females: n.s.
Males: p < .001
WHILE GROWING UP I WAS PHYSICALLY PUNISHED IN A WAY THAT RESULTED IN BRUISES, BURNS, CUTS OR BROKEN BONES

1. Yes
2. No
12. **While growing up: physically punished** in a way that resulted in bruises, burns, cuts, or broken bones

![Graph showing physical punishment rates by race and gender](image)

- **Females:** p < .01
- **Males:** n.s.
WHILE GROWING UP I WITNESSED FAMILY VIOLENCE *

1. Yes
2. No

* Such as your father hitting your mother; or any family member beating up or inflicting bruises, burns or cuts on another family member
13. **While growing up: witnessing family violence** (such as your father hitting your mother; or any family member beating up or inflicting bruises, burns or cuts on another family member)

![Graph showing percentages of males and females witnessing family violence by race/ethnicity.]

- **Black:** Males: 47.7%, Females: 46.6%
- **Asian PI:** Males: 30.7%, Females: 39.3%
- **White:** Males: 23.8%, Females: 22.5%
- **Latino:** Males: 40.0%, Females: 44.2%

*Females: p < .001*
*Males: p < .05*
I HAVE BEEN SLAPPED, PUNCHED, KICKED, BEATEN UP, OR OTHERWISE PHYSICALLY HURT BY AN INTIMATE PARTNER/BOYFRIEND/GIRLFRIEND

1. Yes
2. No
14. Being slapped, punched, kicked, beaten up, or otherwise physically hurt by an intimate partner/boyfriend/girlfriend

Females: n.s.
Males: n.s.
I have had someone touch my body in a sexual way or make me touch their body in a sexual way against my will or without my consent.

1. Yes
2. No
15. **Someone touched your body in a sexual way** or made you touch their body in a sexual way against your will or without your consent (percent yes)

![Bar chart showing the percentage of males and females affected by sexual touch for different racial groups. The chart shows that Latino females have the highest percentage (43.8%) followed by Black females (37.6%), White females (31.8%), and Asian PI females (25.0%). For males, the percentages are lower: 17.0% for Asian PI, 8.8% for White, 20.4% for Latino, and 25.0% for Black. Males: n.s., Females: n.s.]
I HAVE BEEN STALKED*

1. Yes
2. No

* Someone has followed you or kept track of your activities, causing you to feel intimidated or concerned for your safety.
16. **Being stalked**-- someone followed you or kept track of your activities, causing you to feel intimidated or concerned for your safety (percent yes)

![Bar chart showing the percentage of males and females stalked by race/ethnicity.](chart)

- Black: Males: 18.2%, Females: 29.1%
- Asian PI: Males: 14.5%, Females: 27.2%
- White: Males: 11.3%, Females: 22.5%
- Latino: Males: 6.0%, Females: 31.3%

Females: n.s.
Males: n.s.
16. Average Total Number of Traumatic Events by Gender and Ethnicity

<table>
<thead>
<tr>
<th>Gender</th>
<th>Black</th>
<th>Asian PI</th>
<th>White</th>
<th>Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>6.2</td>
<td>3.7</td>
<td>4.2</td>
<td>4.8</td>
</tr>
<tr>
<td>Females</td>
<td>5.2</td>
<td>4.3</td>
<td>3.9</td>
<td>4.7</td>
</tr>
</tbody>
</table>
If you have 100 male students:

- 34 have **Been threatened with death or serious physical harm** by someone
- 31 have **Seen someone else attacked** and/or seriously injured or killed by a stranger or acquaintance
- 27 have **While growing up was physically punished** in a way that resulted in bruises, burns, cuts, or broken bones
- 33 **While growing up witnessed family violence** (such as his father hitting his mother; or any family member beating up or inflicting bruises, burns or cuts on another family member)
If you have 100 female students:

- **28 Have been stalked**-- someone followed her or kept track of her activities, causing her to feel intimidated or concerned for her safety
- **36 Someone touched her body in a sexual way** or made her touch their body in a sexual way against her will or without her consent
- **25 While growing up were physically punished** in a way that resulted in bruises, burns, cuts, or broken bones
- **38 While growing up witnessed family violence** (such as her father hitting her mother; or any family member beating up or inflicting bruises, burns or cuts on another family member)
Some Possible Consequences

- Aggressive/Overactive behavior
- Dissociation
- Inability to concentrate
- Fear of own home/neighborhood environment
- Major Psychological distress including depression, PTSD, Anxiety, and disordered eating.
Behavioral issues

- Students may get easily frustrated
- Students may disengage, fail to complete assignments, or have an inflated sense of their academic skills
- Can’t manage “quiet time,” mind chatter, tapping, etc.
- Unable to complete assignments at home or have limited resources at home
Behavioral issues (cont.)

- Results in “academic sustainability gap” (Hern, K.)
- Unable to follow discussions, over-contributes, starts work but can’t finish
- Difficulty working with groups
- Hyper-sensitive to input or corrections
- Wants to do “perfect” work or control the assignment
Trauma & the Brain

- Fight...
- Flight...
- Freeze...

What about resiliency?
- Compassion...
- Empathy ...
- Enabling...
What can a faculty member do?

- Implement mindfulness activities in class to improve student learning
- Understand that disruptive behavior can be symptomatic of trauma (past and present)
- Discuss the situation and options when students make requests (late paper, take the test later, etc.)
- Compassionately uphold behavioral and academic standards
What is mindfulness?

- Mindfulness training teaches students to pay attention to the present moment through simple breathing and meditation practices which increase awareness of thoughts and feelings so as to reduce stress and anxiety and boost levels of attention and concentration. (Mindfulnet.org)
What can an employee member do? (cont.)

- Teach students coping strategies (for managing a busy schedule, taking care of family members, etc.)
- Refer for support services and resources
- Refer for discipline regardless of the reason for the disruptive behavior
- Be consistent, avoid last-minute changes, check for learning
What can an employee do? (cont.)

- Maintain appropriate boundaries
- Check your comfort level
- Ask others for help, guidance, support
- Understand what you can and cannot control
- Prepare and practice responding to students in need
- Understand your limitations and attend to self-care
Concluding Comments

- Thanks
- Next Steps