



# Foundations of Trauma Informed Care

## Key Training Topics, Skills, and Learning Objectives

**Purpose:** One step on the [Roadmap to Trauma Informed Care](#) is [Foundational Knowledge](#) that provides foundational readiness toward the implementation of trauma informed care (TIC). Foundational knowledge ensures that all staff have access to basic knowledge about the nature and impact of trauma and the principles of TIC. Furthermore, as an agency uses the [Standards of Practice](#) to define benchmarks for planning and monitoring progress of TIC, training and workforce development become key components. Formal training is one way to achieve these goals. The purpose of this document is to outline the key training topics, skills, and learning objectives that a foundational training should include.

**Background:** The development of the key training topics, skills, and learning objectives is a result of years of collaboration with communities and organizations around the state of Oregon.

A trauma-informed approach invites individuals and organizations to *realize* the impact of trauma and its paths to recovery, *recognize* the signs and symptoms of trauma, *respond* by utilizing this knowledge in policies, procedures and practices, and *resist re-traumatization*<sup>1</sup>. The prevalence of trauma and toxic stress in our communities and places of work is significant, and through TIC we have an opportunity to influence workforce wellness, service user engagement, and overall organizational culture.

Everyone in an organization has an important role in the implementation of TIC principles, therefore it is critical that everyone has access to foundational training about TIC. Training content should be delivered in an inclusive way, including but not limited to being culturally and linguistically sensitive.

### Foundations of Trauma Informed Care – Key Training Topics\* and Skills

#### What is Trauma?

- *Skill: Broaden one’s lens of what we mean by trauma*

#### What is Trauma Informed Care?

- *Skill: Articulate why TIC is important*

#### The Science of Trauma

- *Skill: Understand the possible “why” behind an individual’s way of thinking, behaving, and relating*

#### An Introduction to the Application of Trauma Informed Care

- *Skill: Identify strategies for promoting TIC in one’s work*

#### An Introduction to Workforce Wellness

- *Skill: Recognize one’s activation points at work*

\*for an in-depth look at the topics, see the *Foundations of Trauma Informed Care Components*

## Foundations of Trauma Informed Care – Learning Objectives

### What is Trauma (and stress)?

1. Participants will be able to provide a definition of trauma that includes systemic oppression, historical and collective trauma, and toxic stress.
2. Participants will understand the prevalence of trauma and adversity nationally, locally, and within specific populations.

### What is Trauma Informed Care?

1. Participants will be able to understand the term “trauma informed care,” and its relevance in organizational policies and procedures, as well as individual practices.
2. Participants will be able to distinguish between trauma specific and trauma informed.
3. Participants will gain a familiarity with the Six Principles of TIC.
4. Participants will be able to explain why TIC is important in their industry and particular job.

### The Science of Trauma

1. Participants will be able to identify ways of understanding possible reasons behind an individual’s thinking, behavior, and way of relating by using their knowledge of NEAR science.
2. Participants will be able to explain how functions of the brain may be impacted by stress and trauma.
3. Participants will understand how the science of organizational change informs TIC efforts.

### An Introduction to Application of Trauma Informed Care

1. Participants will be able to operationalize each of the Six Principles of TIC in their work.
2. Participants will be able to identify at least one strategy aimed toward inclusivity.

### An Introduction to Workforce Wellness

1. Participants will be able to recognize their activation points at work.
2. Participants will be able to define the term “parallel process” and begin to understand its impact on TIC implementation, including both the individual and organizational responsibility toward workforce wellness.
3. Participants will be able to distinguish between vicarious trauma, secondary stress, and burnout.
4. Participants will note where vicarious resilience and compassion satisfaction is present in their work.

Trauma Informed Oregon has provided training and consultation to individuals, organizations, and communities in Oregon for several years. The aforementioned training components, skills, and learning objectives have risen to a level of importance based on this experience, and we imagine that we will continue to refine this document as we hear feedback from you.

Resource: *Foundations of Trauma Informed Care Components*

<sup>1</sup><https://www.samhsa.gov/nctic/trauma-interventions>



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In writing these TIPs, Trauma Informed Oregon will strive for easy to read text, avoiding technical language and spelling out acronyms as needed. For TIPs that include information from other sources this may not always be possible.