

2.4 Trauma-Informed Practices

LEARNING OUTCOMES	<p><i>By the end of this module, participants will be able to:</i></p> <ol style="list-style-type: none">1. Participants will memorize and define the basic concepts of trauma-informed practices and their impact on individuals2. Participants will be able to understand explain key psychological principles relevant to working with adolescents and adults in correctional facilities.3. Participants will understand, recognize, safe practices and responses to signs of trauma in incarcerated youth.4. Participants will analyze case studies to identify crisis management strategies in correctional facilities.5. Participants will assess the effectiveness of the application of restorative practices in building trust and accountability among participants.6. Participants will develop their own personal action plan for implementing trauma-informed approaches into their daily work.7. Students will demonstrate active listening skills through simulated interactions with users.8. Participants will develop and apply techniques for teamwork and collaboration within multidisciplinary teams.						
LEARNING ACTIVITIES	<table border="1"><tr><td data-bbox="446 1529 632 1821">Activity 1 Introduction</td><td data-bbox="632 1529 976 1821">A preliminary test for students to demonstrate their knowledge of trauma-informed practices prior to this course</td><td data-bbox="976 1529 1287 1821">Test assignment: 30 minutes Total:30 minutes</td></tr><tr><td data-bbox="446 1821 632 2023">Activity 2: Defining Trauma-Informati</td><td data-bbox="632 1821 976 2023">Presentation of different forms of definitions:</td><td data-bbox="976 1821 1287 2023">PDF: 30 minutes PPT: 30 minutes</td></tr></table>	Activity 1 Introduction	A preliminary test for students to demonstrate their knowledge of trauma-informed practices prior to this course	Test assignment: 30 minutes Total:30 minutes	Activity 2: Defining Trauma-Informati	Presentation of different forms of definitions:	PDF: 30 minutes PPT: 30 minutes
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	<p>on Practices</p>	<p><i>Trauma-informational practices as an approach</i></p> <p><i>Trauma-Informational Practices as a Process</i></p> <p><i>A Critical Review of the Definitions of Trauma</i></p>	<p><i>Discussion: 30 minutes</i></p> <p><i>Group work analysis definition 30 minutes</i></p> <p>Total:120 minutes</p>
	<p>Activity 3</p> <p>Case Analysis – Recognizing Types of Trauma through the Principles of Trauma-Informed Practices</p>	<p><i>Distinguishing the type of trauma</i></p> <p><i>Apply the basic principles in case analysis.</i></p> <p><i>Develop basic strategies for supporting people experiencing trauma</i></p>	<p><i>Introduction 15 minutes</i></p> <p><i>Group work 45 minutes</i></p> <p><i>Presentation 25 minutes</i></p> <p><i>30 Minute Discussion of Support Strategies</i></p> <p><i>Conclusion 10 minutes</i></p> <p>Total:125 minutes</p>
	<p>Activity 4</p> <p>Applying the Goals and Characteristics of Trauma-Informed Practices through Simulation</p>	<p><i>Define the goals of trauma-informed practices and apply them in realistic scenarios.</i></p> <p><i>Recognize the types of trauma through the analysis of situations and relate them to the basic principles.</i></p> <p><i>Develop strategies to create a safe environment, build trust, and empower individuals.</i></p>	<p><i>Introduction 15 minutes</i></p> <p><i>Scenario simulation 40 minutes</i></p> <p><i>Presentation and feedback 30 minutes</i></p> <p><i>Scenario simulation for 20 minutes</i></p> <p><i>Reflection and conclusion 15 minutes</i></p> <p>Total:120 minutes</p>

Activity 5 <i>Integration of Restorative Justice and Trauma-Informed Practices Through a Legal Framework</i>	<p><i>Identify key international and European documents relating to trauma-informed practices and restorative justice.</i></p> <p><i>Understand the legal framework and its implications for the practical application of trauma-informed practices.</i></p> <p><i>Develop strategies for implementing trauma-informed approaches through concrete action plans, in accordance with legal and ethical standards.</i></p>	<p><i>Introduction 15 minutes</i></p> <p><i>Work in groups - analysis of documents for 30 minutes</i></p> <p><i>Practical application discussion for 20 minutes</i></p> <p><i>Creating action plans in 20 minutes.</i></p> <p><i>Document analysis 25 minutes</i></p> <p><i>Reflection and conclusions 10 minutes</i></p> <p>Total: 120 minutes</p>
Activity 6 <i>Crisis Management Through a Trauma-Informed Approach</i>	<p><i>Identify potential causes of crisis situations in people affected by trauma.</i></p> <p><i>Apply trauma-informed principles to crisis management strategies.</i></p> <p><i>Develop a plan to reduce escalation and resolve conflict in a safe and restorative manner.</i></p>	<p><i>Work in groups - analysis of crisis scenarios 35 minutes</i></p> <p><i>Presentation and discussion 30 minutes</i></p> <p><i>Creating Individual Plans for 20 Minutes</i></p> <p><i>Discussion on crisis situations 30</i></p> <p><i>Reflection and conclusions for 5 minutes.</i></p> <p>Total: 120 minutes</p>
Activity 7 <i>Standards of Trauma-</i>	<p><i>Identify basic standards for the implementation of trauma-informed practices (safety, trust,</i></p>	<p><i>Introduction 15 minutes</i></p> <p><i>Work in groups - analysis for 30 minutes</i></p>

Informed Practices in Different Professional Contexts	<p>cooperation, empowerment).</p> <p>Discuss how these standards can be applied in a variety of professional settings, such as educational and correctional settings.</p> <p>Analyze the challenges and benefits of implementing standards in practice</p>	<p><i>Presentation of the group for 30 minutes</i></p> <p><i>Analysis of the standard for 30 minutes</i></p> <p><i>Final reflection 15 minutes</i></p> <p>Total: 120 minutes</p>
Activity 8 Multidisciplinary application of trauma-informed practices	<p><i>Identify the roles and responsibilities of different professionals in the implementation of trauma-informed practices.</i></p> <p><i>Develop interdisciplinary strategies for the implementation of trauma-informed approaches.</i></p> <p><i>Improve communication and collaboration among professionals.</i></p>	<p><i>Introduction 15 minutes</i></p> <p><i>A 30-minute case study</i></p> <p><i>Presentation and feedback 30 minutes</i></p> <p><i>Teamwork simulation for 30 minutes.</i></p> <p><i>Final reflection for 5 minutes.</i></p> <p>Total: 110 minutes</p>
Activity 9 Creating a visual map of trauma-informed practices	<p><i>Visually represent key aspects of trauma-informed practices (e.g., safety, trust, empowerment).</i></p> <p><i>Build understanding through group work and discussion.</i></p>	<p><i>Introduction 15 minutes</i></p> <p><i>Creating a visual map for 50 minutes.</i></p> <p><i>Visual Map Discussion 30 Minutes</i></p> <p><i>Presentation and discussion 20 minutes</i></p>

		<p><i>Develop skills in synthesizing and organizing information in a creative way.</i></p> <p>Total: 120 minutes</p>	<p><i>Final reflection for 5 minutes.</i></p>
	<p>Activity 10</p> <p><i>Creating an Individual Trauma-Informed Needs Profile</i></p>	<p><i>Develop skills in analyzing and assessing the needs of traumatized individuals.</i></p> <p><i>Learn how to structure an individual profile based on trauma-informed principles.</i></p> <p><i>- Apply tools to identify trauma-informed needs in a professional setting.</i></p>	<p><i>Introduction 15 minutes</i></p> <p><i>Group work creating an individual profile for 45 minutes</i></p> <p><i>Individual Profile Analysis 30 Minutes</i></p> <p><i>Presentation and discussion 20 minutes</i></p> <p><i>Final reflection 10 minutes</i></p> <p>Total: 120 minutes</p>
	<p>Activity 11</p> <p><i>Understanding and Assessing Secondary Trauma in Professionals</i></p>	<p><i>- Identify the causes and symptoms of secondary trauma in professionals.</i></p> <p><i>- Develop strategies for the prevention and management of secondary trauma.</i></p> <p><i>- Evaluate understanding through quizing and reflection.</i></p>	<p><i>Presentation of the topic – 15 minutes</i></p> <p><i>Simulation – 15 minutes</i></p> <p><i>Secondary Trauma Discussion 30 Minutes</i></p> <p><i>Quiz – 15 minutes</i></p> <p>Total: 75 minutes</p>
	<p>Activity 12</p> <p><i>Cultural Competence and Inclusivity in Trauma-Informed Practices</i></p>	<p><i>Understand the importance of cultural competence and diversity in trauma-informed practices.</i></p> <p><i>Analyze the challenges of inclusivity in different professional contexts.</i></p>	<p><i>Presentation of the topic 15 minutes</i></p> <p><i>Group analysis of examples, 30 minutes</i></p> <p><i>Simulation 25</i></p> <p><i>Quiz 10 minutes</i></p>

		<p><i>Develop practical strategies for adapting trauma-informed practices to different cultural and social settings.</i></p>	<p><i>Reflection and conclusion 10 minutes</i></p> <p>Total: 80 minutes</p>
	<p>Activity 13</p> <p>Trauma-informed conflict resolution</p>	<p>- <i>Understand the connection between trauma and conflict reactions.</i></p> <p><i>Learn how to apply trauma-informed principles to conflict resolution.</i></p> <p>- <i>Develop practical skills for calming and managing conflicts.</i></p>	<p><i>Introduction 15 minutes</i></p> <p><i>Simulation 30 minutes</i></p> <p><i>Group Work Application of Practical Skills 30</i></p> <p><i>Reflection and conclude for 15 minutes.</i></p> <p>Total: 90 minutes</p>
	<p>Activity 14</p> <p>Understanding and Applying Key Psychological Principles for Working with Traumatized Youth and Adults</p>	<p><i>Understand and explain key psychological principles relevant to working with adolescents and adults.</i></p> <p><i>Recognize and implement safe practices in working with incarcerated youth.</i></p> <p><i>Develop basic skills for an adaptable approach to working with traumatized people.</i></p>	<p><i>Presentation of key principles of psychology for 30 minutes</i></p> <p><i>Discussion of Psychological Principles for 15 minutes</i></p> <p><i>Work in groups Analysis of examples 15 minutes</i></p> <p><i>Practical simulation 15 minutes</i></p> <p><i>Final discussion and reflection 15 minutes</i></p> <p>Total: 90 minutes</p>
	<p>Activity 15</p> <p>Final reflection and</p>	<p><i>Assessment of the knowledge acquired during the course</i></p>	<p><i>Final test 15 minutes</i></p> <p><i>Evolution of the course 15 minutes</i></p>

evaluation of the course	<p><i>Evaluation of the quality of the course and instructor methods</i></p> <p><i>Reflection on key lessons and their application in practice</i></p>	<p><i>Reflection and discussion for 30 minutes.</i></p> <p>Total: 60 minutes</p>
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Activity 1: Introduction

Preliminary test for participants.

📌 **Description:** At the beginning of this course, students will take a preliminary test to learn their knowledge of restorative practices prior to this course.

Instructor actions:

- *Give a preliminary test*

Student actions:

- *Do a preliminary test.*
- **Educational content:** A preliminary test for students to demonstrate their knowledge of trauma-informed practices prior to this course.
- **Test assignment:** 30 minutes

📌 **Activity 2: Defining Trauma-Informed Practices**

- **Description:** Introduction to the concept of trauma-informed practices.
- **Presentation of different forms of definitions:**
 - *Trauma-informed practices as an approach that recognizes and responds to signs of trauma in individuals.*
 - *Trauma-informed practices as a process, outcome, or set of principles.*
 - *A critical review of the definitions of trauma-informed practices.*

- **Duration:** 120 minutes
- **Instructor Actions:** Introduce the concept of trauma-informed practices, explain different forms of definitions of trauma-informed practices.
- **Student actions:** Engage in discussions about different forms of definitions, participate in a critical review of definitions, ask questions.
- **Links:**
 - **Learning Outcomes:** LO1 (Identifying the Basic Concepts and Principles of Trauma-Informed Practices).
 - **Educational content:** PDFs and PPTs, videos. Presentation of different forms of definitions: Trauma-informed practices as an approach, Trauma-informed practices as a process, Critical review of definitions of trauma

Activity 3: Case Analysis – Identifying Types of Trauma through the Principles of Trauma-Informed Practices

Description: In this activity, participants will engage in the analysis of specific scenarios in order to identify the types of trauma and their effects, using the basic principles of trauma-informed practices.

Goals:

- Distinguish between types of trauma (acute, chronic, complex, secondary/vicarious).
- Apply the basic principles (trauma recognition, safety, trust, cooperation, empowerment) in case analysis.
- Develop basic strategies for providing support to people experiencing trauma.

Activity details:

- **Duration:** 125 minutes
- **Activity steps:**

- **Introduction :** The instructor gives a brief overview of the types of traumas and their characteristics:
 - *Acute trauma: Sudden, short-term events (e.g., an accident).*
 - *Chronic trauma: Multiple long-term stressful events (e.g., abuse).*
 - *Complex trauma: Lasting, deep-rooted trauma (e.g., neglect in childhood).*
 - *Secondary trauma: The impact of working with traumatized individuals on professionals.*
- *Participants ask questions and discuss how they have encountered these terms before.*
- **Group Work and Scenario Analysis :** Participants are divided into small groups and given different scenarios. Like what:
 - *Scenario 1: The prisoner refuses to communicate and reacts with anger to minimal changes in the routine.*
 - *Scenario 2: A young individual in a correctional facility avoids group activities, shows seclusion.*
 - *Scenario 3: An employee of an institution feels emotionally exhausted after working with users for a long time.*
- *Group tasks:*
 - *Identify the type of trauma from the scenario.*
 - *Discuss how the principles (security, trust, cooperation, empowerment) can be applied to provide support.*
 - *Suggest potential interventions or responses.*
- **Presentation and discussion:** Each group presents its findings (5 minutes per group). The instructor leads

the discussion, highlights key aspects and provides feedback on the proposed strategies.

- **Conclusion:** *Students write down three key lessons they learned during the activity and share them with the group.*

Participant's actions:

- *Engage in discussions about the types of trauma and their characteristics.*
- *Work in groups to analyze the scenario.*
- *Present your findings and take part in the discussion.*

Connection:

- **Learning Outcomes:** LO1 (*Identifying the Basic Concepts and Principles of Trauma-Informed Practices*).
- **Educational content:** PDFs and PPTs, videos.

Resources:

- *Prepared scenarios with detailed descriptions.*
- *Visual materials on the types of trauma and basic principles.*
- *A short guide with examples of trauma-informed practices.*

Educational content PDFs and PPTs, group work, discussion.

Outcome: Participants will gain a practical understanding of types of trauma, recognize their occurrence through realistic scenarios, and apply the principles of trauma-informed practices in creating supportive interventions.

 **Activity 4: Applying the goals and characteristics of trauma-informed practices through simulation**

Description: *Participants will work on the practical application of trauma-informed practices through simulated situations, recognizing types of trauma and aligning their responses with the goals and characteristics of these practices. The goal is to develop practical strategies and deepen understanding.*

Duration: 120 minutes

Objectives of the activity:

- *Define the goals of trauma-informed practices and apply them in realistic scenarios.*
- *Recognize the types of trauma through the analysis of situations and relate them to the basic principles.*
- *Develop strategies to create a safe environment, build trust, and empower individuals.*

Activity steps:

- **Introduction and Background :**
 - *The instructor recalls the main goals of trauma-informed practices:*
 - *Creating a safe environment.*
 - *Build trust through empathetic communication.*
 - *Encourage collaboration and shared decision-making.*
 - *Empowering individuals to make decisions according to their needs.*
 - *Presentation of key features, including flexibility, integration of principles into daily work, and adaptation to specific needs.*
- **Scenario simulation:**
 - **Students are divided into groups and given realistic scenarios. Like what:**
 - *Scenario 1: A young man who exhibits unexplained anger during a group therapy activity.*
 - *Scenario 2: A closed young person who refuses to talk to any authority.*

	<ul style="list-style-type: none"> ▪ <i>Scenario 3: A professional who notices emotional stress after working with a traumatized person.</i> <ul style="list-style-type: none"> ○ Group tasks: <ul style="list-style-type: none"> ▪ <i>Identify the type of trauma in the scenario (acute, chronic, complex, secondary).</i> ▪ <i>Discuss how the goals and characteristics of trauma-informed practices can help approach the situation.</i> ▪ <i>Devise concrete steps (e.g. implementation of security, active listening, setting boundaries).</i> ▪ <i>Each group prepares a short demonstration or report on its analysis.</i> <ul style="list-style-type: none"> • Presentation and feedback: <ul style="list-style-type: none"> ○ <i>Groups present their conclusions (5-7 minutes per group).</i> ○ <i>The instructor provides feedback on approaches, points out strengths and weaknesses.</i> <ul style="list-style-type: none"> • Reflection and conclusion: <ul style="list-style-type: none"> ○ <i>Students write a brief reflection on the lessons learned through this activity.</i> ○ <i>The instructor moderates the discussion on the challenges in the application of trauma-informed practices and potential solutions.</i> <p>Participant's actions:</p> <ul style="list-style-type: none"> • <i>Engage in discussions about the goals and characteristics of trauma-informed practices.</i> • <i>Work in groups to analyze the scenario.</i> • <i>Present your findings and take part in the discussion.</i> <p>Connection:</p>
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- **Learning Outcomes:** LO1 (Identifying the Basic Concepts and Principles of Trauma-Informed Practices).

Educational content: Scenario simulation, PPTs, discussion

Prepared scenarios that include realistic challenges.

- Visual depictions of the goals and characteristics of trauma-informed practices.
- Manuals with guidelines for trauma identification and response.

Outcome: Participants will acquire a deeper understanding of the goals and characteristics of trauma-informed practices, learn how to apply them effectively, and develop practical strategies for working in complex situations.

 **Activity 5: Integration of restorative justice and trauma-informed practices through a legal framework**

Description: Participants will be introduced to key international and European legal documents relevant to trauma-informed practices, as well as the principles of restorative justice. The activity includes analysing the legal framework, discussing the challenges of implementation, and developing concrete solutions for different professional contexts.

Duration: 120 minutes

Goals:

- Identify key international and European documents relating to trauma-informed practices and restorative justice.
- Understand the legal framework and its implications for the practical application of trauma-informed practices.
- Develop strategies for implementing trauma-informed approaches through concrete action plans, in accordance with legal and ethical standards.

Activity steps:

- **Introduction and presentation:**

- *The instructor provides an overview of key documents, such as:*
 - *UN Convention on the Rights of the Child,*
 - *According to the European Convention on Human Rights,*
 - *UN Rules for the Protection of Minors Deprived of Liberty.*
- *It explains how these documents can be used to establish trauma-informed practices and support restorative justice.*
- ***Work in groups – Document analysis:***
 - *Students are divided into smaller groups and each team is given one document for analysis. The task includes:*
 - *Identification of key principles relevant to trauma-informed practices.*
 - *A discussion of how the document ensures security, trust and empowerment.*
 - *Identification of application challenges in a real-world professional context.*
 - *The groups prepare a short report on their findings.*
- ***Discussion of practical application:***
 - *Each group presents its findings (5 minutes per group).*
 - *The instructor moderates the discussion focused on:*
 - *Advantages of the legal framework.*
 - *Stages for the successful implementation of trauma-informed practices in correctional facilities.*
- ***Creating action plans:***

- *Individually or in groups, students develop mini-action plans:*
 - *How will restorative justice be used within trauma-informed practices?*
 - *How can I ensure compliance with legal and ethical standards?*
- *The plans include concrete steps and suggestions for cooperation with other professionals.*
- ***Reflection and conclusion:***
 - *Participants will review the key lessons learned during the activity.*
 - *The instructor provides concluding comments and resources for further learning.*

Participant's actions:

- *Engage in discussion on international and European legal documents.*
- *Work in groups to analyze documents.*
- *Present your findings and take part in the discussion.*
- *Create action plans for the implementation of trauma-informed practices.*

Connection:

- ***Learning Outcomes:*** LO1 (*Identifying the Basic Concepts and Principles of Trauma-Informed Practices*).
- ***Educational content:*** PDFs and PPTs, videos.

Resources:

- *Materials with key international and European legal documents.*
- *Templates for analysis and creation of action plans.*

- A guide with examples of the application of restorative justice in correctional facilities.

Outcome: Participants will gain a deep understanding of the legal framework for trauma-informed practices, develop the ability to analyze and interpret documents, as well as the skills to implement restorative justice in accordance with standards.

Educational content: PDFs and PPTs, discussion, group work, document creation, analysis

Activity 6: Crisis Management through a Trauma-Informed Approach

Description: This activity aims to enable participants to recognize and respond appropriately to crisis situations in correctional facilities, using trauma-informed practices. The focus is on analyzing the causes of the crisis, developing strategies for safe management, and implementing restorative and empowering approaches.

Duration: 120 minutes

Objectives of the activity:

- Identify potential causes of crisis situations in people affected by trauma.
- Apply trauma-informed principles to crisis management strategies.
- Develop a plan to reduce escalation and resolve conflict in a safe and restorative manner.

Activity steps:

- **Introduction and Background :**

- The instructor explains the root causes of crisis situations in the context of trauma-informed practices (e.g., triggers associated with traumatic experiences).
- It outlines key steps in trauma-informed crisis management, such as creating a safe environment, actively listening, and calming the situation.

- **Working in groups – Analysis of crisis scenarios**
 - Participants are divided into smaller groups and given simulated scenarios. Like what:
 - Scenario 1: An adolescent who exhibits an aggressive reaction after a conflict with a peer.
 - Scenario 2: A young man who refuses any communication and withdraws into himself.
 - Scenario 3: A situation of escalation in a group activity due to triggers from past traumatic experiences.
 - Task for groups:
 - Identify the potential cause of the crisis.
 - Develop steps to safely manage the situation in accordance with trauma-informed principles.
 - Propose strategies to prevent future similar situations.
- **Presentation and discussion:**
 - Groups present their analyses and strategies (7-10 minutes per group).
 - The instructor and other students provide feedback and discuss possible improvements.
- **Creating individual action plans:**
 - Each participant develops a personal action plan for crisis management in their professional environment, taking into account specific challenges and resources.
 - The plan includes:
 - Strategies for creating a safe and supportive environment.
 - Approaches to reduce the escalation of the crisis.

- *Methods for reflection and improvement of post-crisis practices.*
- **Reflection and conclusion:**
 - *Participants share their impressions and key lessons learned from the activity.*
 - *The instructor gives final guidelines and recommendations for further practice.*

Participant's actions:

- *Engage in a discussion about the causes of crisis situations.*
- *Work in groups to analyze crisis scenarios.*
- *Present your findings and take part in the discussion.*
- *Create individual action plans for crisis management.*

Connection:

- **Learning Outcomes:** LO1 (*Identifying the Basic Concepts and Principles of Trauma-Informed Practices*).

Resources:

- *Prepared scenarios that reflect real challenges in correctional institutions.*
- *A manual of trauma-informed crisis management techniques.*
- *Templates for individual action plans.*

Outcome: Participants will be trained to recognize the causes of crisis situations, develop strategies for safe crisis management, and implement trauma-informed practices in their daily work.

Educational content: PDFs and PPTs, discussion, group work, document creation, analysis

 **Activity 7: Standards of Trauma-Informed Practices in Different Professional Contexts**

Description: In this activity, participants will work to identify, understand, and analyze key standards for the implementation of

trauma-informed practices. The aim is to ensure that learners can adequately implement these standards in a variety of professional settings.

Duration: 150 minutes

Goals:

- *Identify basic standards for the implementation of trauma-informed practices (safety, trust, cooperation, empowerment).*
- *Discuss how these standards can be applied in a variety of professional settings, such as educational and correctional settings.*
- *Analyze the challenges and benefits of implementing standards in practice.*

Activity steps:

- ***Introduction:***
 - *The instructor provides an overview of the key trauma-informed standards:*
 - *Safety: Creating a physically and emotionally safe environment.*
 - *Trust: Developing transparency and trustworthy relationships.*
 - *Cooperation: Involving all stakeholders in joint decision-making.*
 - *Empowerment: Fostering individual capacity and decision-making.*
 - *An illustration of each standard with practical examples from different professional contexts (e.g., how to ensure security in a correctional facility).*
- ***Work in groups – Analysis of standards:***
 - *Participants are divided into groups. Each group is tasked with analyzing a specific standard in a hypothetical scenario. Like what:*

- *Scenario 1: How to implement a safety standard in working with adolescents under stress?*
- *Scenario 2: What does trust mean in the context of interaction between professionals and traumatized users?*
- *Groups should:*
 - *Define the key aspects of the standard in a given context.*
 - *Propose specific steps for the implementation of the standard.*
 - *Identify potential challenges and benefits.*
- ***Group presentation:***
 - *Each group presents its own analyses and suggestions (5-7 minutes per group).*
 - *The instructor provides feedback, highlights good practices and points out areas for improvement.*
- ***Final reflection:***
 - *Students individually write down three key lessons learned during the activity.*
 - *The instructor moderates the discussion on the possibilities for improving standards in everyday work.*

Participant's actions:

- *Engage in discussion about trauma-informed practice standards.*
- *Work in groups to analyze the standard.*
- *Present your findings and take part in the discussion.*

Connection:

- ***Learning Outcomes:*** LO1 (*Identifying the Basic Concepts and Principles of Trauma-Informed Practices*).

Educational content: PDFs and PPTs, discussion, group work, document creation, Identify basic standards for the implementation of trauma-informed practices (safety, trust, cooperation, empowerment), Discuss how these standards can be applied in different professional settings, such as educational and correctional institutions, Analyze the challenges and benefits of implementing standards in practice

Resources:

- Prepared materials with standards of trauma-informed practices and examples.
- Hypothetical scenarios adapted to professional contexts.
- Manuals and guides on the implementation of standards.

Outcome: Participants will gain a clearer understanding of the standards of trauma-informed practices, develop strategies for their implementation, and analyze challenges in different professional settings.

 **Activity 8: Multidisciplinary application of trauma-informed practices**

Description: Through this activity, participants will learn how trauma-informed practices can be integrated through the collaboration of different professionals within professional contexts, such as educational and correctional institutions. The focus is on exchanging perspectives, understanding interdisciplinary challenges, and creating common strategies.

Duration: 110 minutes

Objectives of the activity:

- Identify the roles and responsibilities of different professionals in the implementation of trauma-informed practices.
- Develop interdisciplinary strategies for the implementation of trauma-informed approaches.

- *Improve communication and collaboration among professionals.*

Activity steps:

• ***Introduction:***

- *The instructor provides an overview of the key roles of various professionals (psychologists, educators, social workers, lawyers) in trauma-informed practices.*
- *Discussion on the importance of interdisciplinary cooperation in providing comprehensive support to traumatized individuals.*

• ***Group Work – Case Study :***

- *Participants are divided into groups representing different multidisciplinary teams (e.g. psychologist, educator, social worker, lawyer).*
- *Each group is given a hypothetical case. Like what:*
 - *Scenario 1: An adolescent in a correctional facility who refuses to cooperate with staff and often enters into conflicts with peers.*
 - *Scenario 2: A young man with pronounced symptoms of secondary trauma due to attending violent events in the family.*

○ *Task for groups:*

- *Identify the contribution of each profession in resolving the case.*
- *Develop an interdisciplinary support plan using trauma-informed practices.*
- *Identify potential obstacles to cooperation and propose solutions to them.*

• ***Presentation and feedback:***

- *The groups present their analyses and plans (7-10 minutes per group).*

- *The instructor moderates the discussion, highlights good practices and suggests additional strategies for improvement.*
- ***Simulation of teamwork:***
 - *Groups participate in a simulation of a team meeting in which they decide together on the next steps to support the traumatized person.*
 - *The instructor analyzes team dynamics and provides feedback.*
- ***Final reflection:***
 - *Students write down key lessons about the importance of an interdisciplinary approach and suggestions for application in their work.*

Participant's actions:

- *Engage in a discussion about the roles and responsibilities of professionals.*
- *Work in groups to analyze the case.*
- *Present your findings and take part in the discussion.*
- *Take part in a simulation of teamwork.*

Connection:

- ***Learning Outcomes:*** LO1 (*Identifying the basic concepts and principles of trauma-informed practices*), LO2 (*Understanding and applying key psychological principles*), LO3 (*Implementing trauma-informed practices in different contexts*), LO4 (*Developing strategies to create a safe environment*), LO5 (*Analysis of the challenges and benefits of implementing standards*).

Resources:

- *Prepared materials with descriptions of the roles and responsibilities of professionals in trauma-informed practices.*

- *Hypothetical cases with real challenges for an interdisciplinary team.*
- *Handbooks on strategies for improving team collaboration.*

Outcome: *Participants will develop an understanding of interdisciplinary collaboration in trauma-informed practices, devise common strategies to support traumatized people, and improve their communication and teamwork skills.*

Educational content: *PDFs and PPTs, discussion, group work, document creation, analysis, Identify the roles and responsibilities of different professionals in the implementation of trauma-informed practices,*

Activity 9: Creating a Visual Map of Trauma-Informed Practices

Description: *In this activity, participants will work to create a visual map that shows the main concepts, goals, and principles of trauma-informed practices. This activity enables the synthesis of acquired knowledge through group work and encourages creative thinking.*

Duration: 120 minutes

Objectives of the activity:

- *Visually represent key aspects of trauma-informed practices (e.g., safety, trust, empowerment).*
- *Build understanding through group work and discussion.*
- *Develop the skills of synthesizing and organizing information in a creative way.*

Activity steps:

- ***Introduction and explanation of the task:***
 - *The instructor explains what a visual map is and how it can be useful for understanding complex concepts.*
 - *It is an example of a visual map (e.g., diagram, network of concepts) that incorporates elements of trauma-informed practices.*

- *Participants are given instructions for the task:*
 - *Identify key elements (principles, objectives, standards).*
 - *Connect these elements in a logical and creative way.*
- ***Group work – Creating a visual map :***
 - *Students are divided into groups and work on creating a visual map using large-format papers, markers, or digital tools (if available).*
 - *Each group:*
 - *Outlines the goals of trauma-informed practices.*
 - *It links the principles (security, trust, cooperation, empowerment) with real practical examples.*
 - *It includes challenges and strategies for overcoming them.*
- ***Presentation and discussion:***
 - *Groups present their own maps (5 minutes per group).*
 - *The instructor leads the discussion, points out the good aspects of each work and suggests possibilities for further elaboration.*
- ***Final reflection:***
 - *Each student writes down one thing they learned from this activity and how visualization can help them understand trauma-informed practices.*

Participant's actions:

- *Engage in group work to create a visual map.*
- *Present your findings and take part in the discussion.*
- *Write down the key lessons learned from the activity.*

Connection:

- **Learning Outcomes:** LO1 (*Identifying the basic concepts and principles of trauma-informed practices*), LO2 (*Understanding and applying key psychological principles*), LO3 (*Implementing trauma-informed practices in different contexts*), LO4 (*Developing strategies to create a safe environment*), LO5 (*Analysis of the challenges and benefits of implementing standards*).

Educational content: PDFs and PPTs, discussion, group work, document creation, analysis Visually present key aspects of trauma-informed practices (e.g. safety, trust, empowerment), Develop skills to synthesize and organize information in a creative way.

Resources:

- Drawing materials (paper, markers) or digital tools (Miro, Canva, PowerPoint).
- A short guide on creating visual maps with examples.
- A basic guide to the key concepts of trauma-informed practices.

Outcome: Through creative and collaborative work, participants will consolidate their knowledge of trauma-informed practices, develop skills in analyzing and synthesizing information, and learn how visualization can contribute to a better understanding of complex topics.

 **Activity 10: Creating an Individual Trauma-Informed Needs Profile**

Description: This activity aims to help participants develop skills in analyzing and assessing the needs of traumatized individuals. The focus is on structuring the individual profile based on trauma-informed principles and applying tools for recognizing trauma-informed needs in the professional environment.

Duration: 120 minutes

Objectives of the activity:

- *Develop skills in analyzing and assessing the needs of traumatized individuals.*
- *Learn how to structure an individual profile based on trauma-informed principles.*
- *Apply tools to identify trauma-informed needs in a professional setting.*

Activity steps:

- ***Introduction and explanation of the task:***
 - *The instructor explains the importance of creating an individual trauma-informed needs profile.*
 - *It presents the key elements of the profile, including:*
 - *Identifying the types of trauma.*
 - *Assess current needs and challenges.*
 - *Develop strategies for support and empowerment.*
 - *Students are given instructions for the assignment.*
- ***Group work – Creating an individual profile:***
 - *Participants are divided into groups and work on creating an individual profile for a hypothetical user using prepared materials.*
 - *Each group:*
 - *Identify the types of trauma that the user may have.*
 - *Assess the current needs and challenges of the user.*
 - *Develops strategies to support and empower users.*
- ***Presentation and discussion:***
 - *Groups present their profiles (5 minutes per group).*

- *The instructor leads the discussion, points out the good aspects of each work and suggests possibilities for further elaboration.*

- ***Final reflection:***

- *Each participant writes down one thing they have learned from this activity and how they will apply the acquired skills in their work.*

Participant's actions:

- *Join the group work on creating an individual profile.*
- *Present your findings and take part in the discussion.*
- *Write down the key lessons learned from the activity.*

Connection:

- ***Learning Outcomes:*** LO1 (*Identifying the basic concepts and principles of trauma-informed practices*), LO2 (*Understanding and applying key psychological principles*), LO3 (*Implementing trauma-informed practices in different contexts*), LO4 (*Developing strategies to create a safe environment*), LO5 (*Analysis of the challenges and benefits of implementing standards*).

Educational content: PDFs and PPTs, discussion, group work, document creation, analysis

Resources:

- *Prepared materials for the manufacture of an individual profile.*
- *A short manual on trauma-informed needs assessment.*
- *A basic guide to the key concepts of trauma-informed practices.*

Outcome: Participants will develop skills in analyzing and assessing the needs of traumatized individuals, learn how to structure an individual profile based on trauma-informed principles, and apply

tools for recognizing trauma-informed needs in a professional setting.

Activity 11: Understanding and Assessing Secondary Trauma in Professionals

Description: This activity focuses on identifying and evaluating the impact of secondary trauma on professionals working with traumatized populations. Participants will learn about its causes, consequences, and strategies for prevention and support, through theoretical review, simulation, and evaluation through quizzes.

Duration: 75 minutes

Objectives of the activity:

- Identify the causes and symptoms of secondary trauma in professionals.
- Develop strategies for the prevention and management of secondary trauma.
- Evaluate understanding through quizing and reflection.

Duration and steps of the activity:

- **Presentation of the topic :**

- The instructor provides an overview of the topic through a presentation that includes:
 - Definition of secondary trauma and its difference from primary trauma.
 - Risk factors and symptoms of secondary trauma (emotional exhaustion, decreased empathy, etc.).
 - Impact on professionals and their work (e.g., burnout, difficulty in making decisions).
 - Strategies for prevention: building team support, regular supervision, self-help techniques and stress reduction.

- *Discussion of real-world examples from practice in order to connect theory with real-world experiences.*

- ***Simulation:***

- *Participants are divided into groups and work on simulated situations that involve the identification of secondary trauma in professionals. Examples:*

- *Scenario 1: A professional in a correctional facility notices constant emotional exhaustion and difficulty interacting with users.*
- *Scenario 2: A team member who withdraws from group activities due to excessive stress caused by contact with traumatized individuals.*

- *Task for groups:*

- *Recognize the signs of secondary trauma in a given scenario.*
- *Propose strategies for support and prevention in the team and at the individual level.*

- *Each group presents its findings, after which the instructors provide feedback and supplement the solutions.*

- ***Quiz:***

- *A quiz with 10-15 questions covering key points from the presentation and simulation. Like what:*

- *What are the most common symptoms of secondary trauma in professionals?*
- *What techniques help prevent secondary trauma?*
- *How can team support reduce the risks of secondary trauma?*

- *The instructor reviews the answers, explaining each question to ensure understanding.*

Participant's actions:

- *Engage in a discussion about the causes and symptoms of secondary trauma.*
- *Work in groups to simulate situations.*
- *Present your findings and take part in the discussion.*
- *Answer the questions in the quiz.*

Connection:

- **Learning Outcomes:** LO1 (*Identifying the basic concepts and principles of trauma-informed practices*), LO2 (*Understanding and applying key psychological principles*), LO3 (*Implementing trauma-informed practices in different contexts*), LO4 (*Developing strategies to create a safe environment*), LO5 (*Analysis of the challenges and benefits of implementing standards*). **Topic presentation:** 60 minutes, **Simulation:** 60 minutes, **Quiz:** 30 minutes
- **Educational content PDFs and PPTs, discussion, group work**

Resources:

- *Slides with detailed information about secondary trauma.*
- *Prepared scenarios for simulation.*
- *Quiz with questions and answers.*
- *Manual with techniques for the prevention of secondary trauma.*

Outcome: Participants will gain a deeper understanding of secondary trauma, learn how to recognize its symptoms, and develop strategies for prevention and support at both individual and team levels.

Activity 12: Cultural Competence and Inclusivity in Trauma-Informed Practices

Description: In this activity, participants will explore the role of diversity and inclusivity in trauma-informed practices. The aim is to develop awareness of the cultural and social factors that influence access to traumatized individuals, as well as to train participants to adapt support strategies in accordance with the needs of different populations.

Duration: 80 minutes

Objectives of the activity:

- Understand the importance of cultural competence and diversity in trauma-informed practices.
- Analyze the challenges of inclusivity in different professional contexts.
- Develop practical strategies for adapting trauma-informed practices to different cultural and social settings.

Duration and steps of the activity:

- **Presentation of the topic :**
 - The instructor explains the key concepts:
 - Cultural competence as an understanding and respect for diversity.
 - The role of cultural and social factors in the impact of trauma on individuals (e.g., ethnicity, socioeconomic status, gender identity).
 - Examples of cultural misunderstandings and their impact on the provision of support.
 - Discussion with participants: "What cultural challenges can arise in correctional facilities, and how to overcome them?"
- **Group Case Study:**

- *Participants are divided into groups and analyze the prepared case studies. Like what:*
 - *Scenario 1: A young migrant with traumatic experiences who faces language barriers.*
 - *Scenario 2: A person from a marginalized community who expresses distrust of authority.*
- *Task for groups:*
 - *Identify cultural or social barriers in a given case.*
 - *Propose strategies for inclusive and trauma-informed support.*
- ***Simulation:***
 - *Participants participate in the simulation of interaction with users from different cultural and social backgrounds.*
 - *The instructor provides feedback on how participants have demonstrated an understanding of diversity and implemented inclusive strategies.*
- ***Quiz:***
 - *A quiz that covers key aspects of the topic. Like what:*
 - *What are some examples of cultural factors that can influence reactions to trauma?*
 - *How can inclusiveness be ensured in trauma-informed practices?*
- ***Reflection and conclusion:***
 - *Participants write down their insights on how to develop cultural competence and advance inclusivity in their work.*
 - *The instructor summarizes key points and provides additional resources for self-study.*

Participant's actions:

- *Engage in discussion about cultural challenges.*
- *Work in groups to analyze the case.*
- *Take part in the simulation of interaction.*
- *Answer the questions in the quiz.*
- *Write down the key lessons learned from the activity.*

Connection:

- **Learning Outcomes:** LO1 (*Identifying the basic concepts and principles of trauma-informed practices*), LO2 (*Understanding and applying key psychological principles*), LO3 (*Implementing trauma-informed practices in different contexts*), LO4 (*Developing strategies to create a safe environment*), LO5 (*Analysis of the challenges and benefits of implementing standards*).

Educational content: PDFs and PPTs, discussion, group work, document creation, analysis, Develop practical strategies for adapting trauma-informed practices to different cultural and social settings

Resources:

- *Prepared materials with examples of cultural challenges in trauma-informed practices.*
- *Case studies and simulation scenarios.*
- *Quiz with questions and answers.*
- *A handbook with strategies for the development of cultural competence.*

Outcome: Participants will develop an understanding of the importance of cultural competence and inclusivity, as well as the skills to adapt trauma-informed approaches to the needs of diverse populations.

 **Activity 13: Trauma-informed conflict resolution**

Description: This activity focuses on understanding the connection between trauma and conflict responses, as well as the application of trauma-informed principles in conflict resolution. Participants will develop practical skills for de-escalation and conflict management through theoretical review, simulation and reflection.

Duration: 90 minutes

Objectives of the activity:

- Understand the relationship between trauma and conflict reactions.
- Learn how to apply trauma-informed principles in conflict resolution.
- Develop practical skills for calming and managing conflicts.

Activity steps:

- **Introduction and theoretical overview :**
 - The instructor explains how trauma can affect conflict responses in individuals.
 - Outlines key trauma-informed principles relevant to conflict resolution, including:
 - Security: Creating a safe environment for all participants.
 - Trust: Developing trust through empathetic communication.
 - Cooperation: Encouraging cooperation and joint decision-making.
 - Empowerment: Empowering individuals to take control of their reactions.
 - Discussion of examples from practice in order to connect theory with real experiences.
- **Simulation:**

- *Participants are divided into groups and work on simulated situations that involve conflict reactions in traumatized individuals. Examples:*
 - *Scenario 1: An adolescent who reacts aggressively to changes in routine.*
 - *Scenario 2: A young man who refuses to communicate and withdraws into himself.*
- *Task for groups:*
 - *Recognize the signs of trauma in a given scenario.*
 - *Apply trauma-informed principles to calm and manage conflict.*
 - *Each group presents its findings, after which the instructors provide feedback and supplement the solutions.*
- ***Reflection and conclusion:***
 - *Students write down the key lessons learned from the activity and how they will apply the acquired skills in their work.*
 - *The instructor summarizes key points and provides additional resources for self-study.*

Participant's actions:

- *Engage in a discussion about the connection between trauma and conflict reactions.*
- *Work in groups to simulate situations.*
- *Present your findings and take part in the discussion.*
- *Write down the key lessons learned from the activity.*

Connection:

- ***Learning Outcomes:*** LO1 (*Identifying the basic concepts and principles of trauma-informed practices*), LO2 (*Understanding and applying key psychological principles*), LO3 (*Implementing*

trauma-informed practices in different contexts), LO4 (Developing strategies to create a safe environment), LO5 (Analysis of the challenges and benefits of implementing standards).

Educational content: PDFs and PPTs, discussion, group work, document creation, analysis, Develop practical skills for de-escalation and conflict management

Resources:

- *Prepared scenarios for simulation.*
- *Slides with detailed information on trauma-informed conflict resolution.*
- *A manual of techniques for calming and managing conflicts.*

Outcome: Participants will gain a deeper understanding of the connection between trauma and conflict responses, learn how to apply trauma-informed principles in conflict resolution, and develop practical skills for de-escalation and conflict management.

 **Activity 14: Understanding and applying key psychological principles for working with traumatized youth and adults**

Description: This activity focuses on the practical application of key psychological principles relevant to work in correctional facilities. Participants will explore the psychological needs of traumatized people and how to implement safe and supportive practices in everyday interactions.

Duration: 90 minutes

Objectives of the activity:

- *Understand and explain key psychological principles relevant to working with adolescents and adults.*
- *Recognize and implement safe practices in working with incarcerated youth.*
- *Develop basic skills for an adaptable approach to working with traumatized people.*

Duration and steps of the activity:

• *Presentation of key psychological principles:*

- *The instructor explains psychological principles such as:*
 - *Empathy – the importance of understanding and validating emotions.*
 - *Boundaries and structure – how to set and maintain boundaries that create security.*
 - *Self-regulation – techniques to help traumatized people manage their emotions.*
- *An example of how these principles are applied in real-life situations in correctional facilities.*
- *Discussion with participants about challenges and practical application.*

• *Work in groups – Analysis of examples:*

- *Participants are divided into groups and work on prepared case studies. Like what:*
 - *Scenario 1: An adolescent who reacts aggressively to changes in routine.*
 - *Scenario 2: An adult in a correctional facility who avoids communicating with staff.*
- *Task for groups:*
 - *Identify the psychological needs of the person in the scenario.*
 - *Suggest safe practices for providing support in accordance with psychological principles.*

• *Practical simulation :*

- *Groups choose one scenario and play the roles of a professional and a traumatized person.*

- *The focus of the simulation is on applying empathy, establishing boundaries, and aiding in self-regulation.*

- *The instructor provides feedback and points out key skills.*

- ***Final discussion and reflection:***

- *Students discuss the lessons learned and discuss how they can apply these skills in their professional work.*
- *The instructor provides additional resources to further improve competencies.*

Participant's actions:

- *Engage in a discussion of key psychological principles.*
- *Work in groups to analyze the case.*
- *Take part in the simulation of interaction.*
- *Write down the key lessons learned from the activity.*

Connection:

- ***Learning Outcomes:*** LO1 (*Identifying the basic concepts and principles of trauma-informed practices*), LO2 (*Understanding and applying key psychological principles*), LO3 (*Implementing trauma-informed practices in different contexts*), LO4 (*Developing strategies to create a safe environment*), LO5 (*Analysis of the challenges and benefits of implementing standards*).

Educational content: *PDFs and PPTs, discussion, group work, document creation, analysis Understand and explain key psychological principles relevant to working with adolescents and adults, Recognize and apply safe practices in working with incarcerated youth, Develop basic skills for an adaptive approach in working with traumatized people*

Resources:

- *Prepared case studies for analysis.*

- Materials on key psychological principles (e.g. guides and slides).
- A manual on self-regulation and boundary setting techniques.

Outcome: Participants will develop a deeper understanding of key psychological principles and safe practices for working with traumatized adolescents and adults, with the possibility of practical application through simulation and analysis.

Activity 15: Final reflection and evaluation of the course

Description: At the end of this course, participants will have the opportunity to reflect on their learning experience, assess their progress and provide feedback on the quality of the course. The activity includes a final test, an evaluation of the course, and a reflection on the lessons learned.

Duration: 60 minutes

Objectives of the activity:

- Assessment of the knowledge gained during the course.
- Evaluation of the quality of the course and instructor methods.
- Reflection on key lessons and their application in practice.

Duration: 60 minutes

Activity steps:

- *Final Test: Participants answer 20 multiple-choice questions about trauma-informed practices. The test covers the key concepts, principles, and strategies learned during the course.*
- *Course Evaluation: Participants complete a questionnaire about the quality of the course, including questions about instructor methods, learning materials, and general experience. The questionnaire may include open-ended questions for more detailed feedback.*
- *Reflection and Discussion: Students write down the key lessons they have learned during the course and discuss their application in a professional context. The instructor*

	<p><i>moderates the discussion, provides feedback, and summarizes key points.</i></p> <p><i>Participant's actions:</i></p> <ul style="list-style-type: none"> • <i>Answer 20 multiple-choice questions about trauma-informed practices.</i> • <i>Fill out the course evaluation questionnaire.</i> • <i>Participate in reflection and discussion of lessons learned.</i> <p><i>Connection:</i></p> <ul style="list-style-type: none"> • <i>Learning Outcomes: LO1 (Identifying the basic concepts and principles of trauma-informed practices), LO2 (Understanding and applying key psychological principles), LO3 (Implementing trauma-informed practices in different contexts), LO4 (Developing strategies to create a safe environment), LO5 (Analysis of the challenges and benefits of implementing standards).</i> <p><i>Educational content:</i> <i>Assessment of the knowledge acquired during the course, Evaluation of the quality of the course and instructor methods, Reflection on key lessons and their application in practice</i></p> <p><i>Resources:</i></p> <ul style="list-style-type: none"> • <i>A list of 20 multiple-choice questions.</i> • <i>Questionnaire for course evaluation.</i> • <i>A handbook with guidelines for reflection and discussion.</i> <p><i>Outcome:</i> <i>Participants will have the opportunity to assess their knowledge, give feedback on the course and reflect on the lessons learned, which will contribute to their further professional development and the application of trauma-informed practices.</i></p>
EDUCATIONAL CONTENT / RESOURCES	EDUCATIONAL CONTENT / RESOURCES <ul style="list-style-type: none"> • <i>Base material: PDFs and PPTs.</i> • <i>Educational content: PDF, PPT or RISE modules on trauma-informed practices.</i>

	<ul style="list-style-type: none"> • <i>Relevant legal acts: International and European documents.</i> • <i>Fictional or real crimes.</i> <p>Additional literature:</p> <ul style="list-style-type: none"> • <i>Bath, H. (2008). The three pillars of trauma-informed care. Reclaiming Children and Youth, 17(3), 17-21.</i> • <i>Bloom, S. L. (2013). Creating sanctuary: Toward the evolution of sane societies. Routledge.</i> • <i>Courtois, C. A., & Ford, J. D. (Eds.). (2013). Treating complex traumatic stress disorders in children and adolescents: Scientific foundations and therapeutic models. Guilford Press.</i> • <i>Fallot, R. D., & Harris, M. (2009). Creating cultures of trauma-informed care (CCTIC): A self-assessment and planning protocol. Community Connections.</i> • <i>Hopper, E. K., Bassuk, E. L., & Olivet, J. (2010). Shelter from the storm: Trauma-informed care in homelessness services settings. The Open Health Services and Policy Journal, 3(1), 80-100.</i> • <i>Jennings, A. (2004). Models for developing trauma-informed behavioral health systems and trauma-specific services. National Association of State Mental Health Program Directors, National Technical Assistance Center for State Mental Health Planning.</i> • <i>Knight, C. (2015). Trauma-informed social work practice: Practice considerations and challenges. Clinical Social Work Journal, 43(1), 25-37.</i> • <i>SAMHSA. (2014). SAMHSA's concept of trauma and guidance for a trauma-informed approach. Substance Abuse and Mental Health Services Administration.</i> • <i>van der Kolk, B. A. (2014). The body keeps the score: Brain, mind, and body in the healing of trauma. Penguin Books.</i>
THE USE OF ICT	<ul style="list-style-type: none"> • <i>LMS Integration: All materials and activities will be hosted on the PICTURES Learning Management System.</i>

	<ul style="list-style-type: none"> • <i>Multimedia digital content (including videos, podcasts, and graphics).</i> • <i>Online course platforms (e.g., Zoom, Microsoft Teams)</i>
TEACHING METHODS <i>(find details in unit 1.2.3.1)</i>	<ul style="list-style-type: none"> • Used for introduction to new topics (e.g., basic concepts of trauma-informed practices, key psychological principles, standards for application). • Discussion : Active involvement of participants through guided discussions • Group work Used for case analysis and case study work (e.g., identification of trauma-informed needs, conflict resolution). • Simulation (role-playing)Used for the practical application of learned concepts (e.g., simulation of crisis situations, conflict resolution). • Quizzes used to evaluate comprehension (e.g. after presentations of key topics such as cultural competence and secondary trauma). • Reflection-Used through individual or group activities where participants reflect on what they have learned (e.g., evaluation of their own development, reviews after simulations). • Case studies used to explore complex situations (e.g., working with traumatized youth and adults). • Creating visual and written materials Activities such as creating a visual map and an individual action plan.
DELIVERY METHOD	<ul style="list-style-type: none"> • Face-to-face (face-to-face learning) and online learning: theoretical teaching, group discussions, analyses, case studies and simulations. • One-on-one learning with experienced professionals. • Online/Self-Directed: Asynchronous Access to Readings, Videos, and Quizzes • Focus on multidisciplinarity: Introduction of sessions where participants have the opportunity to collaborate with

	<p>professionals from different fields (e.g. psychology, social work, law).</p> <ul style="list-style-type: none"> • <i>Reflective Learning: Incorporating feedback at the end of sessions through reflective assignments helps participants integrate theoretical knowledge and practical experience.</i> • <i>Blended Learning Dynamics: The balance between online and face-to-face components ensures flexibility as well as deep engagement.</i>
<p>ASSESSMENT METHODS (formative and/or other assessments for each unit/module, if applicable)</p>	<p>Diagnostic assessment:</p> <ul style="list-style-type: none"> ○ <i>A preliminary test at the beginning of the module allows the identification of the initial level of knowledge of trauma-informed practices, which is crucial for the individual adaptation of the module.</i> <p>Formative assessments:</p> <ul style="list-style-type: none"> ○ <i>Post-unit quizzes help evaluate the current understanding of key concepts and provide an opportunity for timely feedback.</i> ○ <i>Classroom discussions allow for deepening understanding through the exchange of experiences and ideas, which is key to the trauma module, where situations are often complex and specific.</i> <p>Summative estimates:</p> <ul style="list-style-type: none"> ○ <i>The 20-question questionnaire covers a wide range of topics and ensures that participants gain a holistic understanding of trauma-informed practices.</i> ○ <i>A questionnaire with questions about the quality of the course enables the evaluation of the module itself, which helps in continuous improvement.</i> ○ <i>Self-assessment checklists encourage learners' self-awareness of their development, which is important for professional growth.</i>

- *Performance simulation (role-playing) directly tests the ability of participants to apply trauma-informed principles in real-world situations, which is necessary for this module.*
- *A written analysis (essay) gives participants the opportunity to deepen their analysis and synthesize the theoretical and practical aspects of the module.*

Self-esteem and self-esteem:

- *Reflection and feedback exercises allow participants to critically look at their own and others' approaches, which is useful for improving skills in dealing with trauma.*
- *The particular focus on restorative justice is extremely relevant for modules dealing with work in correctional and therapeutic settings.*

Adapting scenarios for simulations:

- *Simulations can cover more complex situations specific to working with traumatized people, such as crisis management or conflict resolution, to test the ability to apply what has been learned in a real-world context.*

To add creative elements to the evaluation:

- *Incorporating tasks such as visuals (e.g., creating diagrams of trauma-informed practices) can further strengthen understanding through creative work.*

Asynchronous part for reflection:

- *Providing space for individual asynchronous reflections on what has been learned (e.g. keeping personal diaries during modules) can improve self-awareness.*

