



# Trauma-Informed Practice & Pedagogy for Empowerment & Inclusion

## A Multi-Perspective Panel Discussion

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University of Warwick

Mr Vasileios Marinos, Welfare Advisor, Warwick Students' Union,  
University of Warwick

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OF WARWICK**

WARWICK  
**EDUCATION**  
CONFERENCE

[warwick.ac.uk/educationconference](http://warwick.ac.uk/educationconference)

# Session Overview

Explore familiarity with trauma-informed practice and pedagogy (TIPP)

Overview of trauma and TIPP and introduction to Monash Warwick Alliance project

Panellist discussion: Current practice at University of Warwick

Q&A and reflection

Advancing practice: overview of planned project outputs

Conference question and call to action

# Content Overview and Advisory

- This session will feature references to trauma and adversity
- Some examples of traumatic experiences will be mentioned
- Individual examples will not be discussed in detail
- Please practice self-care in a way that is helpful to you. We will go over available wellbeing resources at the end of the panel

Join the Vevox session

Go to **vevox.app**

Enter the session ID: **120-152-663**

Or scan the QR code





**What word comes to mind when you hear  
*trauma-informed pedagogy*?**





# How confident do you feel applying trauma-informed approaches in education?

Not confident

Very confident

Confidence Applying Trauma-Informed Approaches





# How confident do you feel applying trauma-informed approaches in education?

Not confident

Very confident

Confidence Applying Trauma-Informed Approaches



RESULTS SLIDE

# Classifying Trauma

## Acute trauma

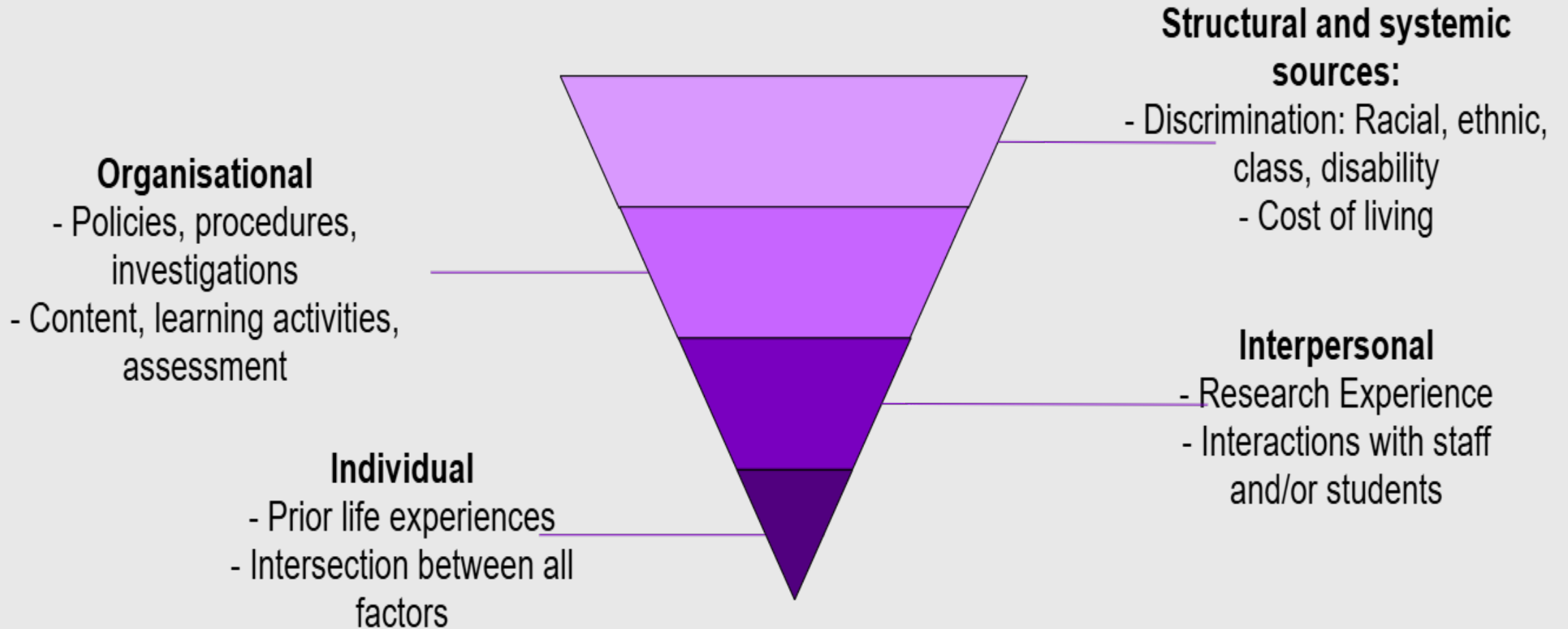
- Short-term, single unexpected event
- Severe, immediate danger
- PTSD type response

## Chronic, complex trauma

- Ongoing, repeated, prolonged event(s)
- Multiple repeated events

**Exposures and impacts**

# Socioecological Model of Trauma



## Trauma arises from:

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



# Prevalence?

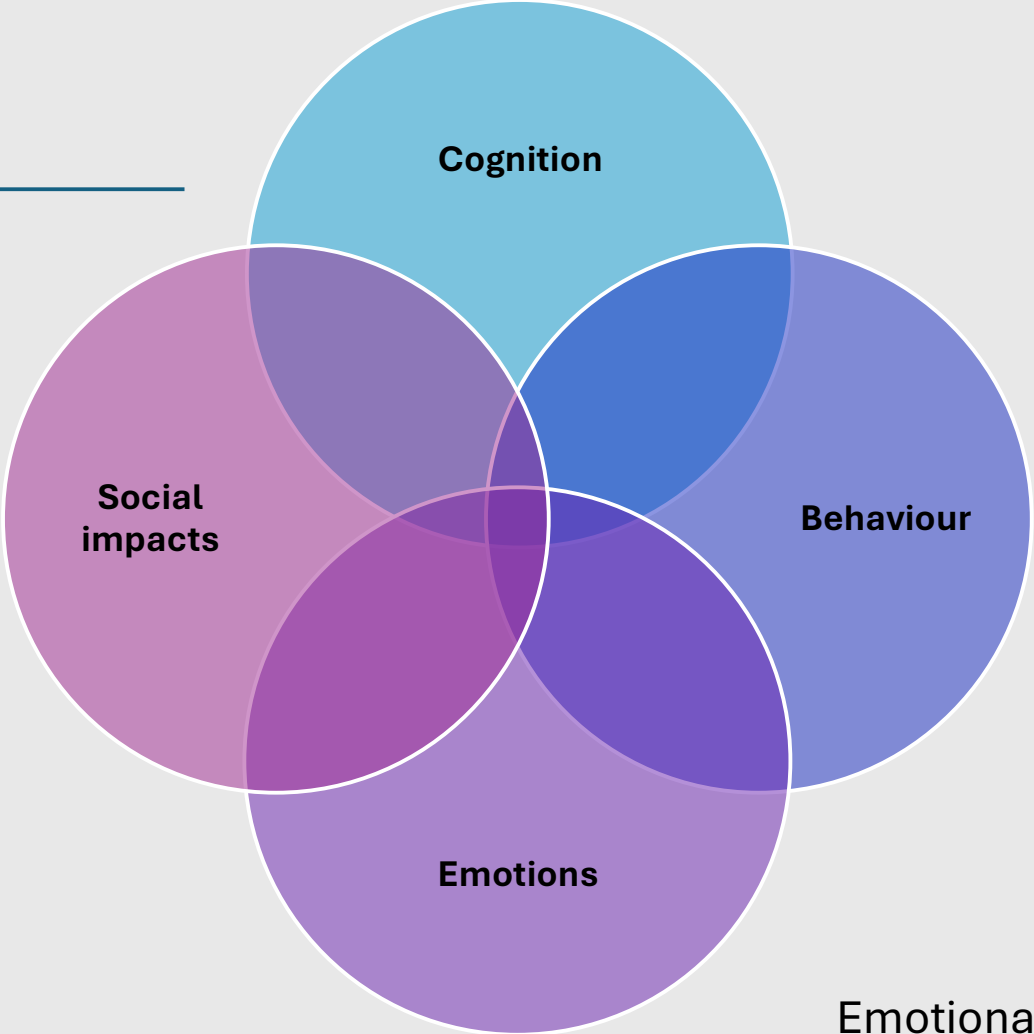
- Estimates vary widely.... influenced by what is measured and how
- Recent studies - over 75% of UK university students have experienced at least one trauma exposure
- Looking at both early life trauma and other recognised traumas
- Impacts – wide-ranging, affecting several domains
- Post traumatic stress disorder (PTSD) - may be one outcome
- Many do not experience long-term impacts



Davies 2023, Allen 2025,

# Trauma Impacts in Higher Education

Memory  
Concentration  
Threat processing  
Executive function  
Reward processing



Inclusion  
Belonging  
Trust  
Relationships: peers  
and staff



**Cognition**

**Social  
impacts**

**Behaviour**

**Emotions**

Avoidance  
Coping mechanisms  
Motivation  
Engagement  
Persistence



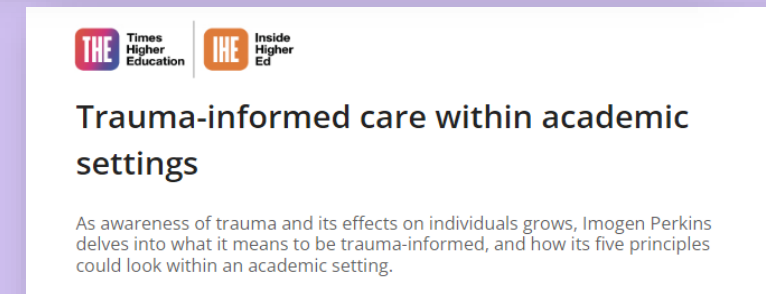
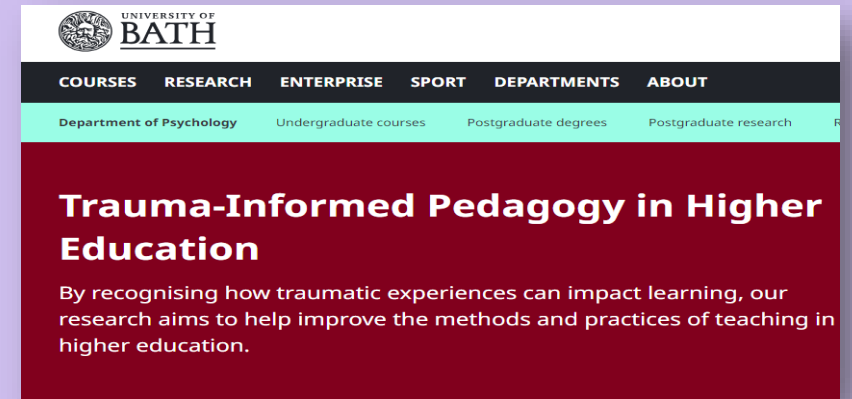
**Intersecting impacts**

Emotional regulation  
Depression, anxiety



# Trauma-informed Practice

- Diverse application including in **education**
- **Core assumptions - "4Rs"**
- **Realise**
  - Understands widespread nature and impacts of trauma
- **Recognise**
  - Signs and symptoms of trauma in individuals, groups, and systems.
- **Respond**
  - Integrates knowledge about trauma into policies, practices, teaching design, services.
  - All levels of practice
- **Resist re-traumatisation**
  - Avoid practices that may harm, including coercive or exclusionary approaches.



# Six Principles of Trauma-Informed Practice



Interdependent, overlapping, and complementary to each other

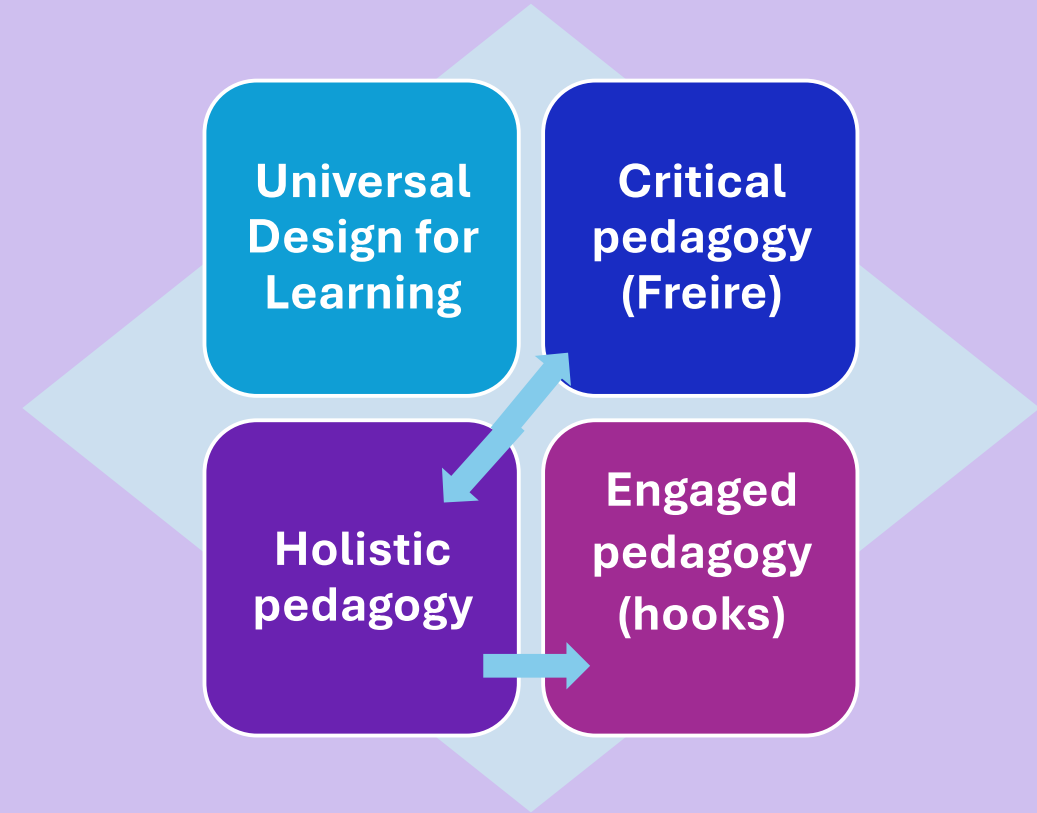
# Trauma-Informed Practice - some clarifications

- **Strengths-based approach;**
  - Role of resilience
- **Does not require specialist trauma skills**
- **Not only** for subjects exploring or working directly with trauma – **universal approach**
- **Does not require** avoidance, censorship, or omission e.g. in teaching and learning – **“Safe enough”**



# Trauma-Informed Pedagogy

- Applying knowledge of trauma to respond to impacts on learning, emotions, and behaviour
- “Leverages a collection of core values (safety, trustworthiness, choice, collaboration, and empowerment) to guide pedagogical decisions and practices”





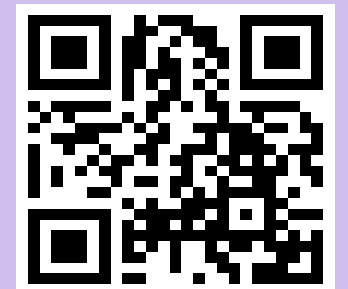
# What does this look like at University of Warwick ?

## Panel discussion

### **Get involved:**

For any anonymous questions to panellists, please use the QR code or session ID below.

Session ID: 106-891-517



# Report + Support Trauma-Informed Practices

Rachel Craven – Liaison Manager

## Process

- University wide Approach to supporting Victim/Survivors
- Regulation 23 Misconduct Policy and its implications

## Application

- Trauma Informed Practices within this Process
- Provisions for Students via support systems and training

## ROI

- Awareness of Vicarious Trauma
- Increase Psychological Safety

## Next Steps

- Enhancing understanding of Warwick Values and expectations.
- Safer Community

Link to anonymous Q&A for panelist

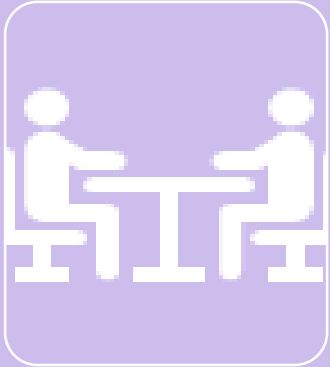


TRAUMA  
INFORMED  
EDUCATOR  
SILVER AWARD  
THE SURVIVORS TRUST



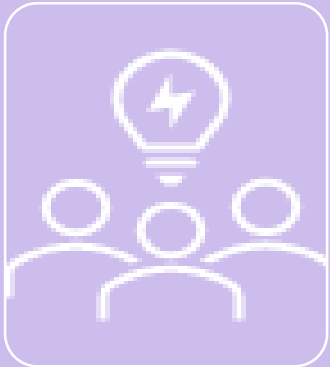
GBV  
CHARTER  
Emily Test  
AWARD

# Practising What We Teach: Embedding Trauma-Informed Principles



## Y1; Trauma-informed communication skills

- *Universal* skill
- Small group discussion of video-based scenarios
- Trauma in healthcare interactions
- Healthcare professionals' own wellbeing



## Y1 and Y2;

### Trauma-informed self-care and advocacy

- Student collaboration with Harvard Medical School
- Student-facing scenarios
  - Neurobiology of trauma
  - Self-care and resilience
  - Peer support
  - Collective advocacy
  - Wellbeing plan

## Student feedback:

This sort of learning is **very important** to show the importance of trauma and how it affects people... **particularly for people** who might not understand their trauma or...**who may not understand the reactions....of others.**

I thought it would be **the same old boring training** but **actually was surprised that you gave realistic cases of what first year of medicine can feel like.**

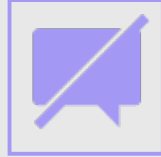
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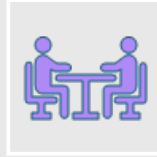
# Pedagogical Strategies



**Advance content overview**, reflect on wellbeing needs and support sources



**No expectation to share personal experiences**



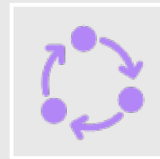
**Student-led discussions**



**Mindfulness activity or creative activity**, application of learning



**Visible support structures** - staff presence, debrief opportunities



**Spiral learning:** students revisit and apply these skills in later years as their confidence grows



**Student feedback**

## Student feedback

“Understanding what trauma informed practice is and how you **need to adopt productive coping mechanisms and some reactive and natural responses may not be suitable in a professional environment.**”

“The information about the **reflective processes** was useful since it can be incorporated into daily life”

# Thinking through Different Learning Environments

## The Undergraduate Learning Space

**1** Student exposure to trauma oriented topics

**2** The need for torch bearers as module designers

**3** The role of educator agency

**4** Teaching with a trauma-informed approach

*As will always be the case in sociology, and particularly sociology of emotions, there may be topics covered this week which are of personal significance to you. You will not be asked to disclose anything personal that you don't want to share, and you should take care of your wellbeing as a first priority if the topic is distressing to you. Please let Hannah or Vicky know if you have any concerns.*

Screenshot from SO264 Moodle Page. Module designed by Prof Hannah Jones

## The Postgraduate Learning Space

**1** Reactive/anticipatory approach to trauma

**2** Trauma informed practice being coming into different research stages

**3** Collaborative capacity building

**4** Teaching how to be trauma-informed

**Doctoral College**

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Networks > The PGR Sensitive Subjects Collective

### The PGR Sensitive Subjects Collective

**Who we are**

The PGR Sensitive Subjects Collective creates a supportive community for postgraduate researchers working on sensitive or potentially traumatic research areas. Whether you're studying violence, illness, abuse, migration, mental health or other challenging issues, this space is for you to decompress and connect with fellow PGRs conducting emotionally demanding research.

**Why Attend**

- Connect with researchers across disciplines who understand the emotional weight of studying difficult subjects
- Help shape the future of our monthly meetups
- Enjoy complimentary refreshments in a relaxed setting
- Share your thoughts on what would make this network valuable to YOU

Screenshot of PGR collective established to discuss research on sensitive subjects

Link to anonymous Q&A for panelist





## Setting & Reason - Why Trauma-Informed Practice is needed

- Free, confidential, independent advice — separate from the University, removing institutional power dynamics
- Support spans: academic processes, housing, financial hardship, and health & wellbeing



## Benefits & Return on Investment

- Embedded in university collaboration: Advice Centre participates in Meetings of Concern, working alongside Wellbeing Support Services, the Dean of Students Office, and academic departments
- Prevents escalation: early trauma-informed contact reduces crisis presentations and formal complaints
- Reduces re-traumatisation during high-stakes academic and disciplinary processes



## How Trauma-Informed Practice is Applied

- All Advisors hold Mental Health First Aid (MHFA) certification
- ASIST trained (Applied Suicide Intervention Skills Training) — evidence-based suicide prevention
- Student-led appointments — student sets the agenda, pace, and mode of engagement



## Next Steps & Needs

- Greater institutional recognition that academic processes (e.g. appeals, misconduct) carry inherent trauma risk
- Closer, formalised collaboration between SU Advice Centre and University

Link to anonymous Q&A for panelist

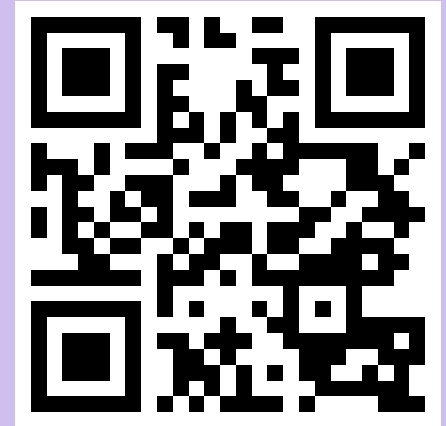


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Join at: [vevox.app](https://vevox.app)

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Question slide

# If you took one trauma-informed idea from today, where would you plant it?

In my classroom

0%

In assessment design

0%

In student support

0%

In policy design

0%

In research practice

0%



0/0

Join at: [vevox.app](https://vevox.app)

ID: 120-152-663

Preparing Results

# If you took one trauma-informed idea from today, where would you plant it?

In my classroom



##.##%

In assessment design



##.##%

In student support



##.##%

In policy design



##.##%

In research practice



##.##%

# RESULTS SLIDE

# Next Steps

- An overview of project outputs
  - o Creation of resources that are adaptable to different contexts for staff and educator development
  - o Embedding in educator training
  - o Engagement with the postgraduate researchers

For a pamphlet with linked resources and contact information, please scan the QR code:



# Take it back to practice

## THE CORE IDEA

**By better understanding what trauma-informed practice can be and what it is NOT, these approaches can offer tangible benefits to support empowerment and inclusion in Higher Education**

## A FIRST STEP TO TRY

Continue to advance your knowledge and ideas for TIPP e.g., by reading an article, or speaking to colleagues about their practices and experiences



## ADAPT IT FOR YOUR CONTEXT

TIPP is not a “one size fits all” approach and the principles and assumptions should be adapted to meet the needs of your context.

Be aware of sources of support and routes for referral, where these may be required.



# Wellbeing Support Services



Link to Support Services

- Phone number: 024 7652 2222
- Out of hours emergency help contact **Community Safety** on **024 7652 2222**

We will stay for 10 minutes after the session if you would like to have a conversation about any concerns.