

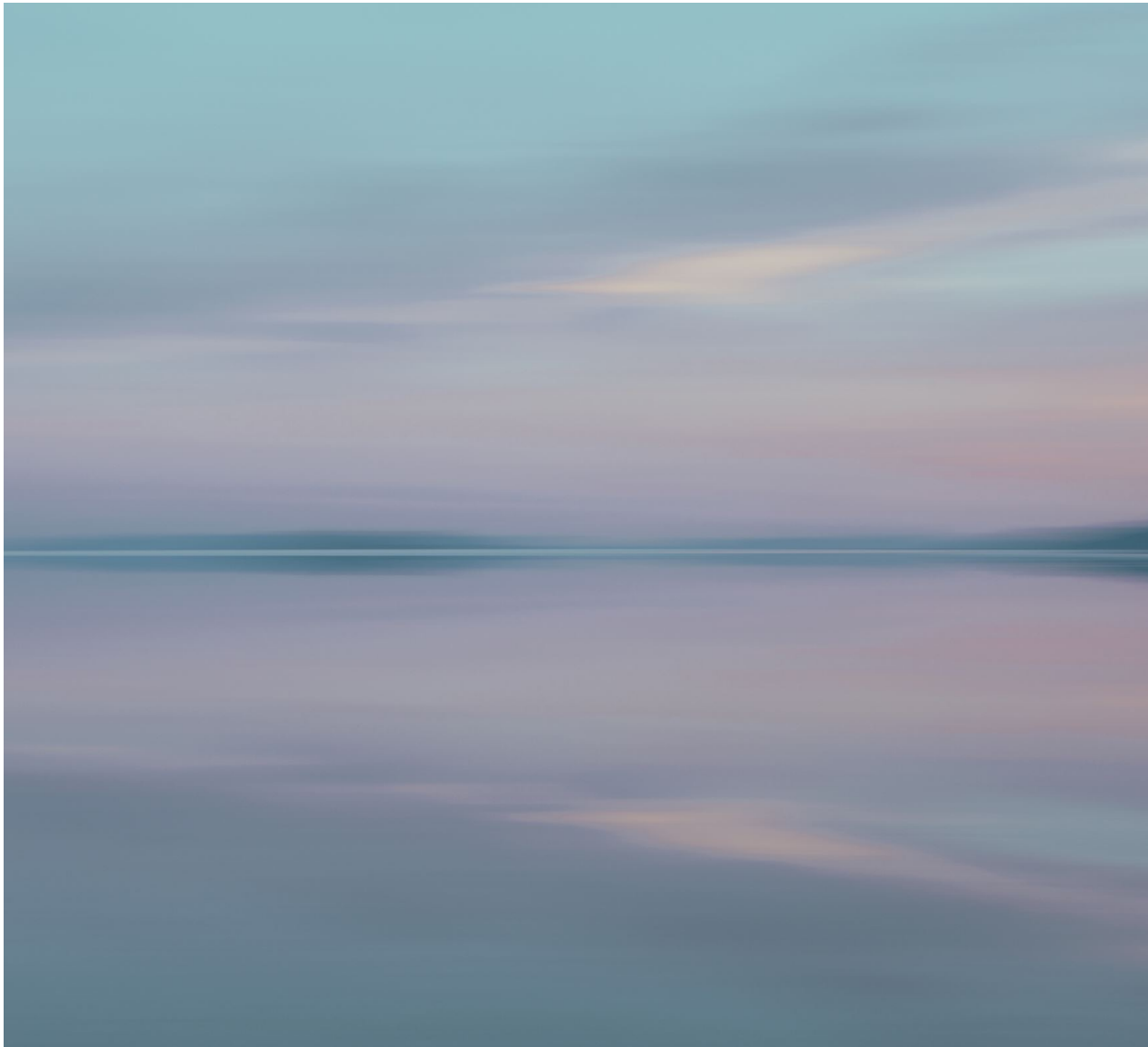


# CAMPUS CARES: RETURNING TO A TRAUMA INFORMED CAMPUS.

UNIVERSITY OF WISCONSIN-MILWAUKEE

FALL 2021

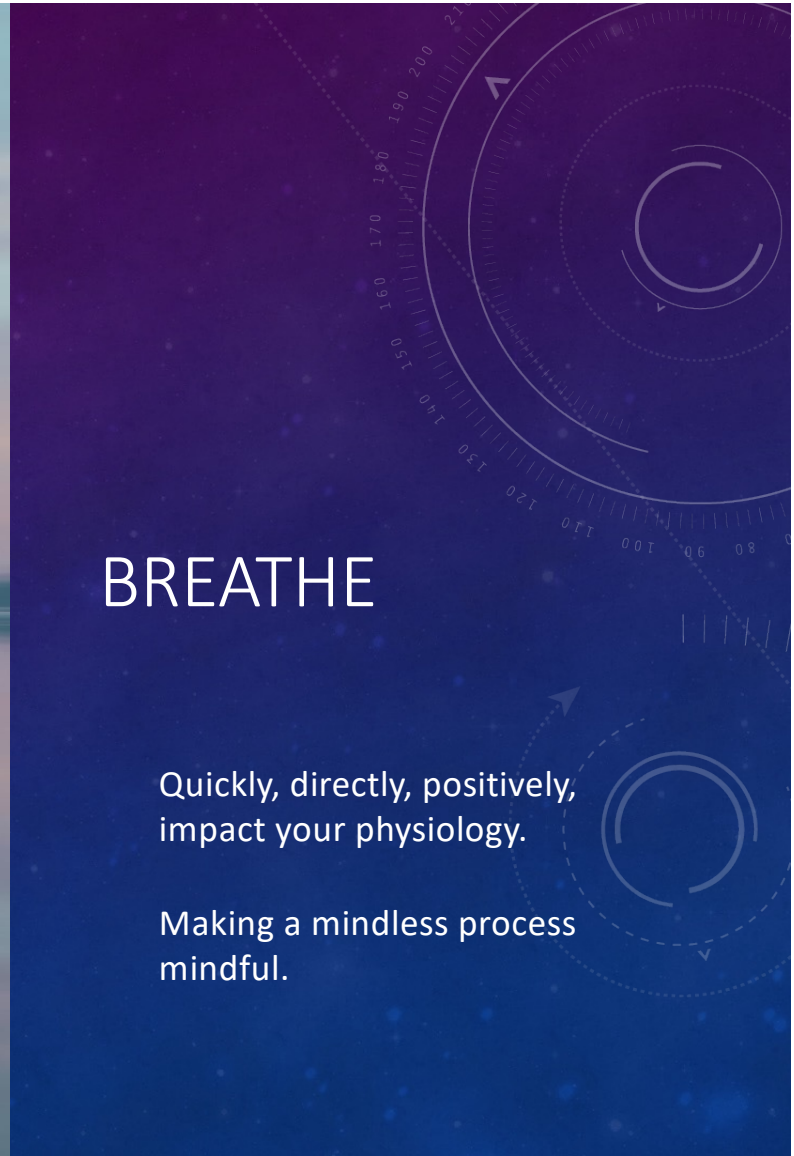
SCOTT GRONERT, LAURA PEDRICK, DIMITRI TOPITZES, ADAM JUSSEL



# BREATHE

Quickly, directly, positively,  
impact your physiology.

Making a mindless process  
mindful.







## OUTCOMES

- Provide assessment and survey data for students, faculty and staff
- Describe the path to beginning to create a trauma informed return to campus
- Identify organizational structure
- Provide information on TIC programs



# TRAUMA OPERATING DEFINITION

- Individual trauma results from an **event, series of events, or set of circumstances experienced by an individual as physically or emotionally** harmful or life-threatening with lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being (SAMHSA)
- Examples: CAN, IPV, Poverty, Racism, etc.



# SIMPLE VS COMPLEX PTES

## Single Incident: Type I

- One-time event
- Recovery probable
- Childhood, recovery probable with support

## Multiple Incident: Type II

- Often prolonged or enduring
- Context of social exploitation
- Leads to significant mental health/bx health



## SPWG SURVEY DATA

The Scenario Planning Work Group (SPWG) was created in April 2020 to focus on campus academic operations during Covid-19. It has surveyed students and instructional staff each semester of the pandemic. Along with questions about modality preferences and future academic plans, the survey asked questions about student/staff experience.

Free response questions in surveys in Fall 2020 and Spring 2021 highlighted deep challenges for students in the social, financial, and mental health aspects of their lives.





## 2021 SPWG SURVEY DATA

*"I'm nervous to go back in the fall. I don't know what to expect I don't even know what is normal anymore."*

*"Being around people again. I have severe social anxiety that has only been made worse by the pandemic."*

*"Decreased social interaction and decreasing mental health because of everything that COVID has impacted."*

*"I am struggling financially and mentally. I work a full-time job that is barely covering the cost of living, my laptop died and I cannot afford to repair it so I've been having to do my work from an iPad that my boss was lucky enough to let me borrow. I have never had this much work piled on top of me."*

Student responses from the spring, 2021 COVID survey



## 2021 SPWG SURVEY DATA

*All staff at UWM should receive trauma-based training over the summer as the pandemic was a lot for all of us and learning how to work with students who dealt with trauma is different from your average student whether they be adults or not.*

Student response from the spring, 2021 COVID survey



# STUDENT EXPERIENCES: BASIC NEEDS INSECURITY

55% of our student experienced at least one Basic Needs Insecurity (BNI) during past year (food: 30 days; housing/homelessness past year)

- 31% experienced food insecurity in past 30 days (29% for all four-year institutions)
- 44% experienced housing insecurity in previous year (43% for all four-year institutions)
- 13% experienced homelessness in previous year (14% for all four-year institutions)
- 51% did not apply for campus support services because they did not know how
- 11% received help obtaining SNAP benefits
- Most of these needs are compounding/overlapping (i.e., students with mental health challenges often times have other needs relating to support, advocacy, support on accessing resources).
- 65% of students who identify as LGBTQ experienced basic needs insecurities (BNI) compared to 51% among students who do not identify as LGBTQ. *78% of the respondents did not identify as LGBTQ.*
- Students that identify as Asian or Asian American (55%), African American or Black (68%), Hispanic or Latinx (60%), Native American (71%), White or Caucasian (51%), or other race (60%) experienced BNI.

# STUDENT EXPERIENCES – NATIONAL DATA

- August 2021, Survey by The Hope Center at Temple University
- Survey sent to 1.8 Million Students, over 200 colleges, greater than 100,000 responded
- "Sick with COVID" Self Reports
  - Rates of self-reported diagnosis were substantially higher among Indigenous, Latinx, and Black or African American students compared to White students.
  - Pell Grant recipients had higher rates of infection than non-recipients.
  - Having children, maintaining a job, or being a student-athlete were also associated with a higher risk of self-reported COVID diagnosis.
- Students self-reported COVID-19 1.4 times greater odds of experiencing anxiety or depression
- Students self-reporting COVID-19 1.7 times greater odds of experiencing food insecurity



## NATIONAL OUTLOOK: CENTER FOR COLLEGIATE MENTAL HEALTH STUDY

47,797 students nationwide were asked to report which areas of their life had been negatively impacted by COVID-19. Students were asked to "check all that apply."

Area of Impact	Percent
Mental health	65%
Motivation or focus	61%
Loneliness or isolation	60%
Academics	59%
Missed experiences or opportunities	54%
Career/employment	39%
Relationships (significant other, family, friends)	39%
Financial	32%
Health concerns (other)	27%
Health concerns (self)	24%
Grief/loss of someone	8%
Food or housing insecurity	8%
Discrimination/harassment	2%
Other (please specify)	1%

# ACADEMIC STRESS

- As pandemic continues, students are experiencing additional stress, particularly in academic distress. *Center for Collegiate Mental Health*.
- In Spring 2021, 27% of students reported that “emotional and mental difficulties” had affected their academic performance, up from 22% in Spring 2020. *2021 Healthy Minds Study*.
- Students may be experiencing burnout earlier in the semester (e.g., The Ohio State University, 71% of surveyed students screened positive for burnout in April 2021 compared to 40% in August 2020).



- 40% F/S surveyed → screen positive for PTSD
- 72% F/S surveyed → at least one post-traumatic stress symptom

## STAFF/FACULTY EXPERIENCE



## STAFF/FACULTY EXPERIENCE

Predictors of PTSD: caregiving, social isolation, young, uncertainty, concerns about civic strife, death or illness of loved due to COVID-19

Results also showed that PTSD symptoms played a crucial role in the experience of mental health harm and stress during the pandemic for those with previous trauma.

Cumulative traumatic life events were also significantly and positively associated with mental health harm and stress.

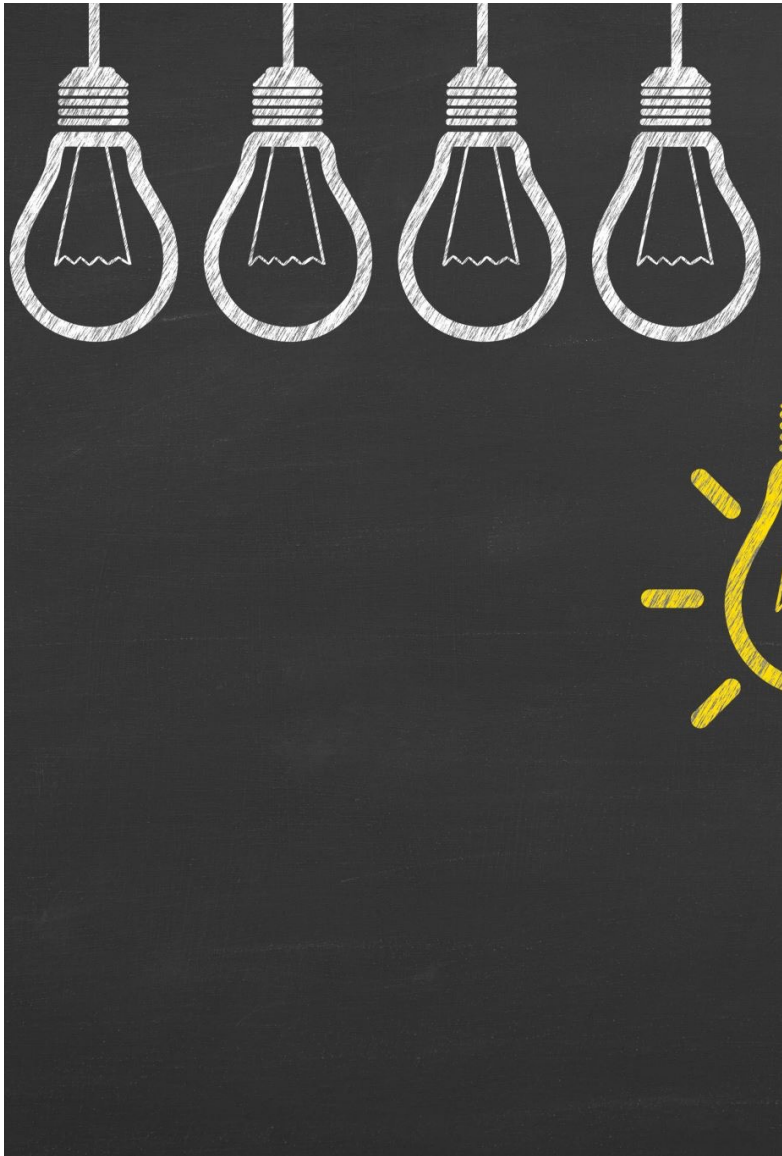




# DESIGN THINK PROCESS

*A PROCESS TO IDENTIFY SOLUTIONS BOTH DURING THE PANDEMIC AND BEYOND.* A DESIGN THINK IS A STRUCTURED PROBLEM-SOLVING PROCESS, USING INTERVIEWS AND STRATEGY SESSIONS FOCUSED ON THOSE IMPACTED BY THE ISSUES, PROTOTYPING AND TESTING IDEAS TOGETHER, ETC.

THE LUBAR ENTREPRENEURSHIP CENTER (LEC) FACILITATED THIS PROCESS WITH US.

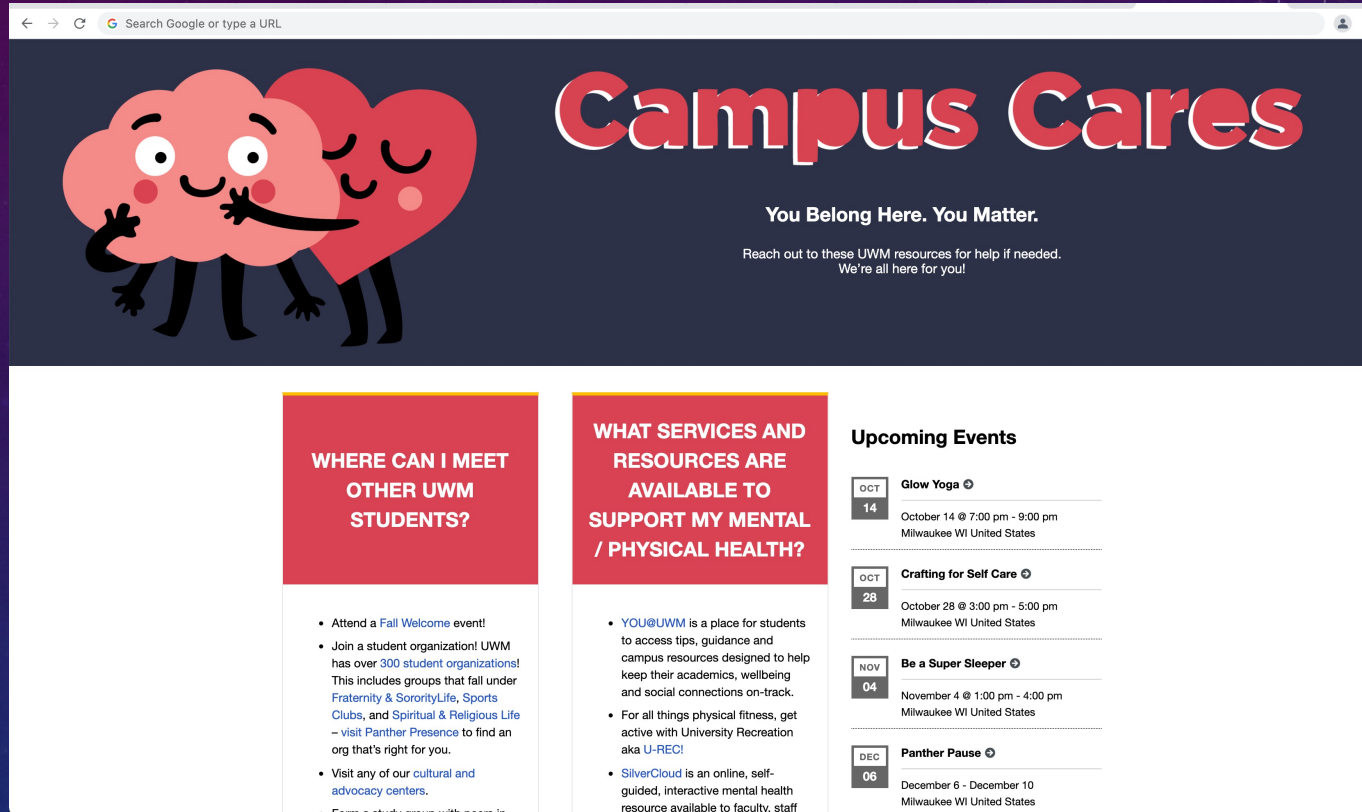


## DESIGN THINK OUTCOME

- In March 2021, over 40 UWM community members (students, faculty and staff) participated in the design think process.
- As part of the design think process, the 40 participants each interviewed at least three community members—students, faculty, and staff. We estimate that through interviews, over 150 people were involved in this process.
- Created a community approach to this work, and identified action items.
- *GRASSROOTS EFFORT - the campus cares/healing group*

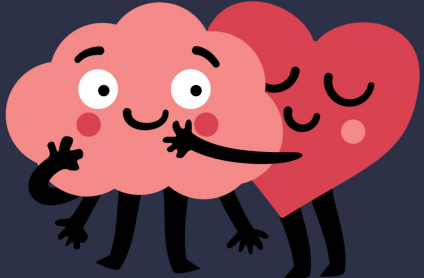


# CAMPUS CARES



The screenshot shows the UWM Campus Cares website. At the top, there's a navigation bar with a search bar and a user profile icon. Below the navigation bar is a large banner featuring a cartoon illustration of two pink, cloud-like characters with faces and limbs, one of which is holding a red heart. To the right of the illustration, the text "Campus Cares" is written in a large, bold, red font. Below the banner, the text "You Belong Here. You Matter." is displayed, followed by a smaller line: "Reach out to these UWM resources for help if needed. We're all here for you!". The main content area is divided into three columns. The first column, titled "WHERE CAN I MEET OTHER UWM STUDENTS?", lists several bullet points about attending events, joining student organizations, and visiting cultural centers. The second column, titled "WHAT SERVICES AND RESOURCES ARE AVAILABLE TO SUPPORT MY MENTAL / PHYSICAL HEALTH?", lists bullet points about using campus resources, physical fitness, and online mental health services. The third column, titled "Upcoming Events", lists four events with their dates and times: "Glow Yoga" on October 14, "Crafting for Self Care" on October 28, "Be a Super Sleeper" on November 4, and "Panther Pause" from December 6 to 10.

← → ↻ Search Google or type a URL



## Campus Cares

**You Belong Here. You Matter.**

Reach out to these UWM resources for help if needed.  
We're all here for you!

### WHERE CAN I MEET OTHER UWM STUDENTS?

- Attend a [Fall Welcome](#) event!
- Join a student organization! UWM has over [300 student organizations!](#) This includes groups that fall under [Fraternity & SororityLife](#), [Sports Clubs](#), and [Spiritual & Religious Life](#) – visit [Panther Presence](#) to find an org that's right for you.
- Visit any of our [cultural and advocacy centers](#).
- [Form a study group with peers in](#)

### WHAT SERVICES AND RESOURCES ARE AVAILABLE TO SUPPORT MY MENTAL / PHYSICAL HEALTH?

- [YOU@UWM](#) is a place for students to access tips, guidance and campus resources designed to help keep their academics, wellbeing and social connections on-track.
- For all things physical fitness, get active with [University Recreation](#) aka [U-RECI](#)!
- [SilverCloud](#) is an online, self-guided, interactive mental health resource available to faculty, staff

### Upcoming Events

OCT 14	<b>Glow Yoga</b> ☺
October 14 @ 7:00 pm - 9:00 pm Milwaukee WI United States	
OCT 28	<b>Crafting for Self Care</b> ☺
October 28 @ 3:00 pm - 5:00 pm Milwaukee WI United States	
NOV 04	<b>Be a Super Sleeper</b> ☺
November 4 @ 1:00 pm - 4:00 pm Milwaukee WI United States	
DEC 06	<b>Panther Pause</b> ☺
December 6 - December 10 Milwaukee WI United States	

<https://uwm.edu/deanofstudents/campus-cares/>

# TRAUMA INFORMED CARE TOOL KIT

- Safety
- Trustworthiness and Transparency
- Peer Support
- Collaboration and Mutuality
- Empowerment, Voice and Choice
- Individualized Response (considering identity and context)

*CDC (2018)*

<https://uwm.edu/deanofstudents/trauma-informed-toolkit/>





## RESPONSE AND RESOURCES: TRAUMA-INFORMED INSTRUCTION

- Acknowledge the challenges of past month and year
- Combine flexibility with accountability, i.e., be a warm demander
- Whenever possible, take an individualized approach to students
- Provide students opportunities to connect with each other
- Forewarn students when material covered could be disturbing
- Encourage self-care and potentially integrate mindfulness into sessions
- Provide extensive resources for student well-being in syllabus, etc.
- Cultivate feedback on the class from students before the semester end

*Visit the Trauma Informed Instruction Toolkit for more info:*  
<https://uwm.edu/deanofstudents/trauma-informed-toolkit/>



## RESPONSE AND RESOURCES: TRAUMA-INFORMED SUPERVISION

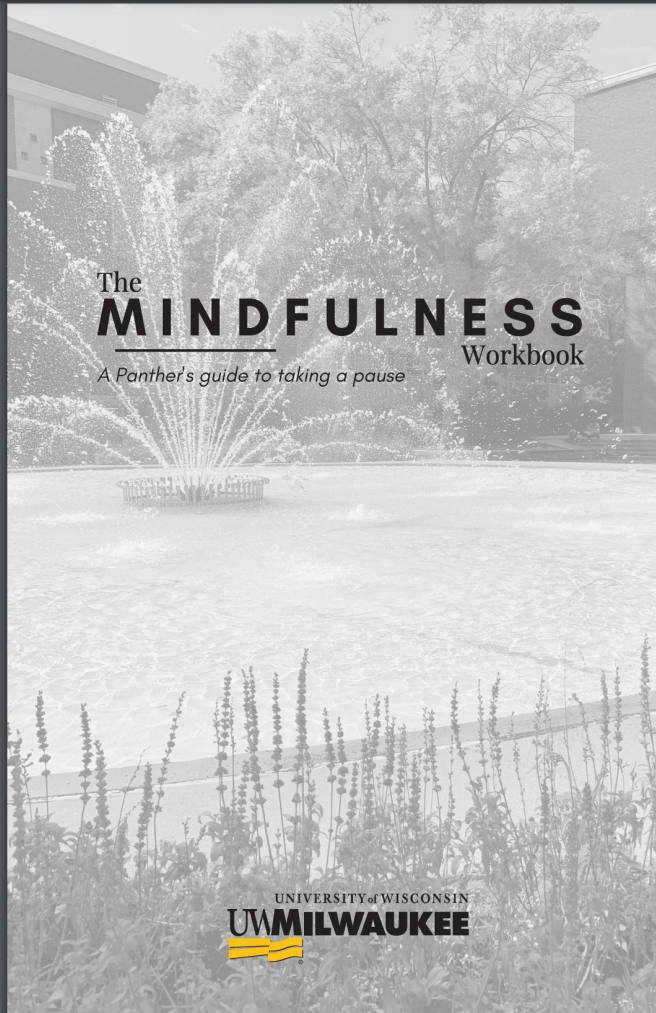
- Keep lines of communication open and honest
- Support self-care in and out of workplace
  - Limit or manage meetings to avoid meeting fatigue
  - Promote flexibility with work schedule and location (remote) when possible
- Cultivate positive organizational climate via, for instance, staff recognition
  - Find silver linings in the pandemic, i.e., resilience or post-traumatic growth
- Be reflective, provide staff time to share their experiences of pandemic with you
- **Create shared accountability** with one another so check-in's and support are reciprocal



# TRAUMA INFORMED CARE WORKSHOPS

- *Provided over 30 workshops, more scheduled*
- *Student employees/leaders, faculty and staff*
- *Departments, units, etc.*
- *1 – 3 hours, up to 30-40 people, virtual and in person*
- *Future modules*
  - *Racialized trauma*
  - *Self care, burnout, vicarious trauma*
  - *Student specific*

<https://uwm.edu/deanofstudents/trauma-informed-toolkit/>



## PROMOTING MINDFULNESS

- *Some mindfulness techniques included in workshops*
- Direct people to spaces
- Programming – mindfulness walks, techniques and practices



# CONTEMPLATIVE SPACES



LIBRARY



BOLTON HALL



ROCK GARDEN



SPACE AUDIT

# SPACES

## UWM's Intentional Spaces

1. Spaight's Plaza Lawn(s)
2. Golda Meier Library Room E275
3. Sandburg Gardens
4. Downer Woods
5. Mitchell Hall Lawn
6. Mathis Gallery exhibit
7. Zelazo Center 'Blue Room'
8. Student Union Fireside Lounge
9. Student Union 3<sup>rd</sup> Floor Lounge
10. Downer Woods Park & Woodland Area
11. Spiral Garden (Heat Plant water reclamation project)
12. Downer Colleges Fire Circle
13. Bolton Hall Room 275

Outdoor Space   
Indoor Space 







## FUTURE CONSIDERATIONS

- How can we sustain this work into the future?
- How can we further embed a culture of caring into our core organizational values?
- How are those values put into action, at every level throughout the institution?

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