2019

Trauma-Informed Librarianship

San Juan, Danica; Richardson, Monte-Angel

http://hdl.handle.net/2027.42/148862
Agenda

What is trauma-informed (TI)?

History of Whole Person Librarianship

Trauma-Informed Librarianship Student Engagement Project

Future of Social Workers at TI Libraries
Trauma-Informed (TI)

An approach, based on knowledge of the impact of trauma, aimed at ensuring environments and services are welcoming and engaging for service recipients and staff.

(Trauma-Informed Oregon, 2019)
Four Assumptions of TI

1. **Realizes**
2. **Recognizes**
3. **Responds**
4. **Resists re-traumatization**

(SAMHSA, 2014)
# Shared Values

<table>
<thead>
<tr>
<th>Social Work</th>
<th>Librarianship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service</td>
<td>Access</td>
</tr>
<tr>
<td>Social justice</td>
<td>Confidentiality/ Privacy</td>
</tr>
<tr>
<td>Dignity and worth of the person</td>
<td>Democracy</td>
</tr>
<tr>
<td>Importance of human relationships</td>
<td>Diversity</td>
</tr>
<tr>
<td>Integrity</td>
<td>Education and Lifelong Learning</td>
</tr>
<tr>
<td>Competence</td>
<td>Intellectual Freedom</td>
</tr>
</tbody>
</table>


[Source: http://www.ala.org/advocacy/intfreedom/corevalues](http://www.ala.org/advocacy/intfreedom/corevalues)
U-M TI Librarianship Student Engagement Project

Phase 1
Knowledge gathering.
needs assessment; focus group; collection of patron data.

Phase 2
Pilot training.
Train library staff on use of TI; evaluate.

Phase 3
Pilot training II.
Creation of second training; evaluate.

Phase 4
Resource development.
Create online repository of resources.
<table>
<thead>
<tr>
<th>What is</th>
<th>Possible Solutions</th>
<th>What should be</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of education on aspects of trauma and the TI approach.</td>
<td>Create an educational, skill-based training for staff regarding definitions, identifying, and personal understanding of the components of trauma and the TI approach.</td>
<td>Thorough and systematized staff knowledge of the components of trauma and how to implement the TI approach, both in their work and internally.</td>
</tr>
<tr>
<td>Desire to learn more ways on how staff can better interact with each other and patrons.</td>
<td>General to specific training and resources for future training on how a TI approach can improve staff interactions amongst each other and patrons.</td>
<td>Improvement in all staff trainings about patron interactions and staff understanding of TI interactions with library staff and patrons.</td>
</tr>
</tbody>
</table>
Focus Group

- Trouble distinguishing who should implement TI
- Wanting TI to be integrated library-wide
- Wanting holistic understanding of trauma
- Preferring to focus on TI needs that are easier to implement
- Referring to others because library staff themselves do not know how to deal with trauma
Focus Group

- mental health and trauma responses in patrons
- different library patron populations
- specific trauma topics
- how staff trauma affects interactions with patrons
- how signs and spaces influence TI
- how trauma manifests in the academic library
Agenda

What is trauma? What is Trauma Informed (TI)?
Self-care planning
Break
What pushes your buttons?
Posttraumatic growth & resilience
Using TI during interactions
Trauma lens exercise
Evaluation & next steps
Final thoughts & takeaways
1. In making contact with patrons, I have a clear understanding of what trauma informed practice means.

2. I have a clear understanding of what trauma informed practice means in my professional role.

3. In practice, I am utilizing what I believe to be trauma informed interactions with patrons.

4. I feel confident in trying the trauma informed approach with patrons.

5. I feel equipped to assist patrons while considering their experiences from a trauma informed perspective.
Future of SWs at TI Libraries

Field placements at libraries

Libraries hiring social workers

Formal recognition of library social work
Contact Information

Project Leaders:
Marna Clowney-Robinson (clownm@umich.edu)
Stephanie Rosen (ssrosen@umich.edu)

Student Engagement Research Fellows:
Monte Richardson (montean@umich.edu)
Danica San Juan (dsanjuan@umich.edu)