Libraries Lending HOPE ! Trauma Informed Libraries: Promoting Hope, Resiliency and Wellness

"However bad life may seem, there is always something you can do and succeed at. Where there's life, there's hope."

Stephen Hawking

Hope
+ Resiliency
+ Wellness
─────────
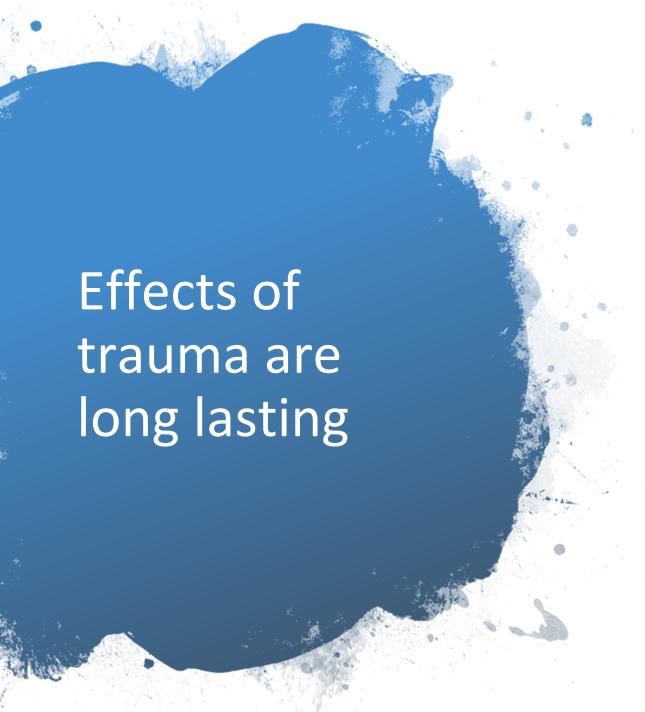Caring

Trauma Informed Approach

- (1) realizing the prevalence of trauma;
- (2) recognizing how trauma affects all individuals involved with the program, organization, or system, including its own workforce;
- (3) responding by putting this knowledge into practice; and
- (4) resisting retraumatization." (SAMHSA)

Trauma defined:

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

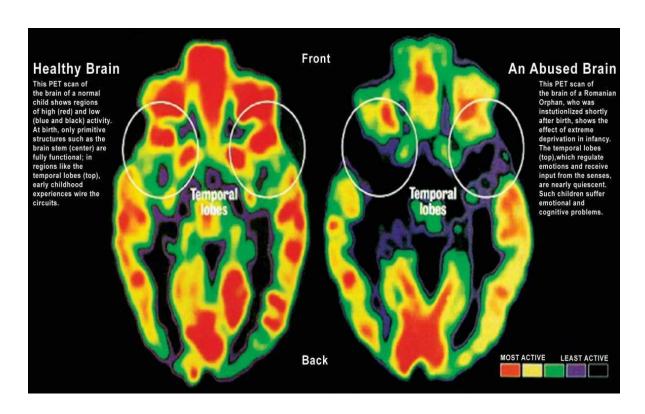*SAMSHA Substance Abuse Mental Health Services Administration*

https://www.samhsa.gov/

Effects of trauma are long lasting

- Untreated trauma trickles down to the next generation

- Survivors of trauma even when life has improved suffer from anxiety, depression (post traumatic syndrome)

- Brain Changes

- Affect physical and mental health

Castelloe, M. (2012)How Trauma Is Carried Across Generations:Holding the secret history of our ancestors https://www.psychologytoday.com/us/blog/the-me-in-we/201205/how-trauma-is-carried-across-generations

Your Brain on Trauma

The brain of the neglected child shows significant inactivity in the temporal lobe, which regulates emotion and sensory input.

National Association of Counsel for Children

Sandy Hook Columbine Cooperative

Trauma informed libraries lending hope…

- Libraries provide services and resources to those affected by addiction and trauma…
- Addiction is a family disease
- Family members have a *Front row seat* to struggle with addiction; family members suffer fear, anxiety, anger, guilt, physical or emotional abuse.
- Addiction is a **community and societal issue** affecting the population at large

Global Implications

- Worldwide, 10-20% of children and adolescents suffer from mental disorders, and over half of mental disorders begin by age of 14

- Depression is the third leading cause of illness and disability among adolescents, and suicide is the third leading cause of death in older adolescents (15–19 years)

- Violence, poverty, humiliation and feeling devalued can increase the risk of developing mental health problems

World Health Organization (2018)

The Case for Caring (Children)

USA STATISTICS

- 1 in 5 children ages 13-18 have,or will have a serious mental illness.
- 37% of students with mental illness age 14 or older drop out of school
- 70% of youth in state and local juvenile justice systems have a mental illness
- The average delay between onset of symptoms and intervention is 8-10 years
- Suicide is the 3rdleading cause of death ages 10-14
- 90% of those who died by suicide had an underlying mental illness

(National Alliance on Mental Illness, 2018)

The Case for Caring (Adults)

USA STATISTICS

- 1 in 5 adults experience mental illness in a year
- Of the homeless adults in shelters, around 26% have a serious mental illness and 46% live with severe mental illness and/or substance use disorders
- 20% of state prisoners and 21% of local jail prisoners have "a recent history" of a mental health condition
- In the past year 41% of adults with a mental health condition received mental health services
- Adults living with a serious mental illness die on average 25 years earlier than others
- Mood disorders are the third most common cause of hospitalization for adults aged 18–44

(National Alliance on Mental Illness, 2018)

ACE Longitudinal Study

U.S. Centers for Disease Control and Prevention and Kaiser Permanente

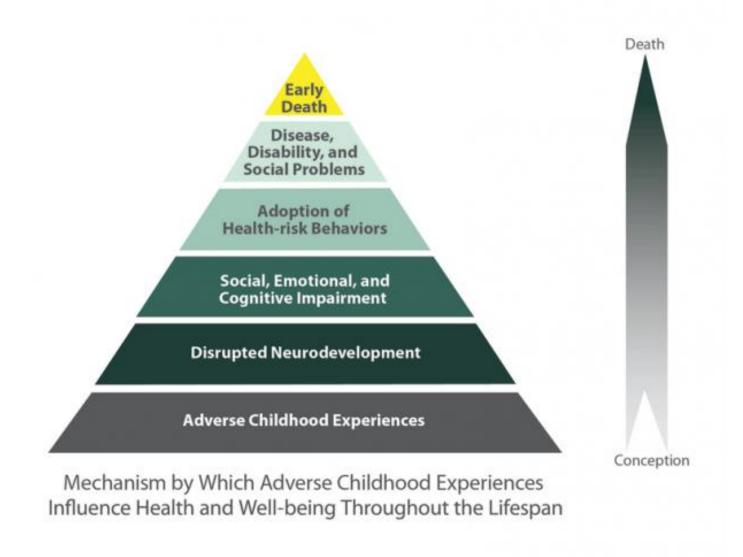*assessed associations between childhood trauma, stress, and maltreatment and health and well-being later in life.

Take-aways:

almost two-thirds of study participants reported at least one ACE, and more than one in five reported three or more ACEs. (17,000)

having four adverse childhood experiences was associated with a seven-fold (700%) increase in alcoholism.

an ACE score above six was associated with a 30-fold (3000%) increase in attempted suicide.

Adverse Childhood Experiences

Mechanism by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

As the number of ACEs increases so does the risk for the following*:

- Alcoholism and alcohol abuse
- Chronic obstructive pulmonary disease
- Depression
- Fetal death
- Health-related quality of life
- Illicit drug use
- Ischemic heart disease
- Liver disease
- Poor work performance
- Financial stress
- Risk for intimate partner violence

- Multiple sexual partners
- Sexually transmitted diseases
- Smoking
- Suicide attempts
- Unintended pregnancies
- Early initiation of smoking
- Early initiation of sexual activity
- Adolescent pregnancy
- Risk for sexual violence
- Poor academic achievement

Opiate Addiction and Suicide

- Opioid use is associated with a 40%-60% increased likelihood of suicidal thought, and a 75% increased likelihood of suicide attempt.

- 66% of people who fall victim to suicide are dealing with depression at the time

- individuals with a substance abuse disorder are nearly six times as likely to attempt suicide at some point in their life.

https://www.addictioncenter.com/addiction/addiction-and-suicide/

https://www.usatoday.com/story/news/politics/2018/03/19/teen-suicide-soaring-do-spotty-mental-health-and-addiction-treatment-share-blame/428148002/

"Mapping out the causes of suicide in teenagers and children"

https://www.washingtonpost.com/national/health-science/mapping-out-the-causes-of-suicide-in-teenagers-and-children/2017/08/22/c146cc6c-770e-11e7-8839-ec48ec4cae25_story.html?utm_term=.7eecbdb400ee

"Price Hill, a poor community with a high rate of opioid overdoses, was home to a startling number of suicidal kids."

Suicide Prevention

Suicide is a public health problem that impacts friends, family members, co-workers, communities, and society

Effective prevention strategies promote awareness, encourage commitment to social change, and address both risk factors and protective factors such as resilience

Protective factors include teaching resilience through coping and problem-solving skills

Prevention strategies include strengthening suicide care access and delivery, promoting youth connectedness, identifying and supporting at-risk youth, and creating safe environments

Suicide Prevention

Connection Between Mental Health & Substance Abuse

https://www.acesconnection.com

"Caring can be learned by all human beings, can be worked into the design of every life, meeting an individual need as well as a pervasive need in society."

Mary Catherine Bateson

The Case for Caring
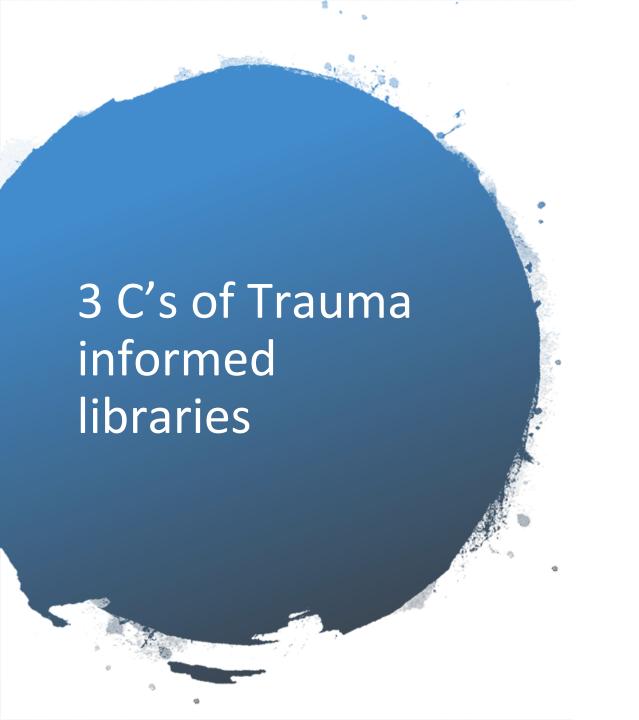
- *Caring is intentional*: Librarian interactions with patrons are thoughtful, deliberate, and planned

- *Caring is foundational*: The foundation of the library program is based on policies, procedures, and day-to-day management that represent an ethic of care

- *Caring is action-based*: Planned and purposeful deeds

"If caring matters as much as we think it does, it has to be something much more than a bundle of strong feelings. It has to be a way of being."

Danford & Smith, 2005, p.95

Caring institutions, uncaring practices

- Sometimes the very institutions designed on the premise of "caring" engage in non-care-based practices

- Good practices involve active listening

- Getting to know patrons and the lives they live, what they do

- Actively listen (Affirm what you have heard)

- Gather feedback; employ multiple assessment strategies both formal and informal

3 C's of Trauma informed libraries

Communicate

Connect

Collaborate

Libraries Community Connectors!

- FREE!
- EVERYONE Welcome
- Information spaces
- Non-judgmental
- Community *safe* places
- Generally viewed by other community partners as "helpful" and "serve the greater good"

Resiliency

Resiliency defined:

Resiliency is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress (APA)
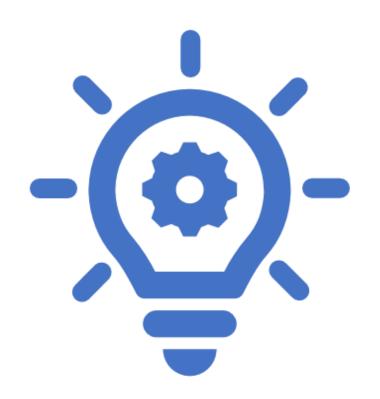
- Coping skills can be learned to help individuals move through adversity

(develop perspective, create a new narrative, see alternatives)

- Identifying and cultivating a sense of purpose (faith, culture, identity)

- Creating opportunities for social connections

http://www.apa.org/

Resiliency in the Workplace

"resilient people are better able to deal with the demands placed upon them, especially where those demands might require them to be dealing with constantly changing priorities and a heavy workload.

Resilience is not a characteristic gifted to some individuals and not others. The key here is that resilience is not a passive quality, but an active process. How we approach life, and everything it can throw at us, has a massive impact on our experience"

9 Ways to build resilience at work

- Cherish social support and interaction. Good relationships with family and friends and others are vital. Being active in the wider community also helps.

- Treat problems as a learning process. Develop the habit of using challenges as opportunities to acquire or master skills and build achievement.

- Avoid making a drama out of a crisis. Stress and change are part of life. How we interpret and respond to events has a big impact of how stressful we find them.

- Celebrate your successes. Take time at the end of each day to review what went well and congratulate yourself. This trains the mind to look for success rather than dwelling on negativity and 'failure'.

- Develop realistic life goals for guidance and a sense of purpose. Do something each day to move towards them. Again, small is beautiful; one small step amid the chaos of a busy day will help.

- Take positive action. Doing something in the face of adversity brings a sense of control, even if it doesn't remove the difficulty.

- Nurture a positive view of yourself. Developing confidence in your ability to solve problems and trusting your instincts helps to build resiliency.

- Keep a realistic perspective. Place challenging or painful events in the broader context of lifelong personal development.

- Practice optimism. Nothing is either wholly good or bad. If we allow our thinking to dictate how we view something it will take over. Make your thinking work for your benefit, rather than letting it stymie you with doubt or by seeing only the bad side.

Put a + by the top three or four resiliency builders you use most often. Ask yourself how you have used these in the past or currently use them. Think of how you can best apply these resiliency builders to current life problems, crises, or stressors.

(Optional) You can then put a ▣ by one or two resiliency builders you think you should add to your personal repertoire.

▣ Relationships — Sociability/ability to be a friend/ability to form positive relationships
▣ Service – Giving of yourself to help other people; animals; organizations; and/or social causes
▣ Humor — Having and using a good sense of humor
▣ Inner Direction — Basing choices/decisions on internal evaluation (internal locus of control)
▣ Perceptiveness — Insightful understanding of people and situations
▣ Independence — "Adaptive" distancing from unhealthy people and situations/autonomy
▣ Positive View of Personal Future – Optimism; expecting a positive future
▣ Flexibility — Can adjust to change; can bend as necessary to positively cope with situations
▣ Love of Learning — Capacity for and connection to learning
▣ Self-motivation — Internal initiative and positive motivation from within
▣ Competence — Being "good at something"/personal competence
▣ Self-Worth — Feelings of self-worth and self-confidence
▣ Spirituality — Personal faith in something greater
▣ Perseverance — Keeping on despite difficulty; doesn't give up
▣ Creativity — Expressing yourself through artistic endeavor, or through other means of creativity

You Can Best Help Yourself or Someone Else Be More Resilient by…

https://www.resiliency.com/free-articles-resources/the-resiliency-quiz/

Libraries fostering resiliency

- Illuminate connections to other community groups (shared events, collaborative initiatives)

- Highlight and connect with self-help and support groups

- Highlight community/library resources that connect to specific needs work with community professionals to identify vetted resources

- Provide opportunities for library personnel to identify solutions and enact change

1. Caring and Support

_____ I have several people in my life who give me unconditional love, nonjudgmental listening, and who I know are "there for me."

_____ I am involved in a school, work, faith, or other group where I feel cared for and valued.

_____ I treat myself with kindness and compassion, and take time to nurture myself (including eating right and getting enough sleep and exercise).

2. High Expectations for Success

_____ I have several people in my life who let me know they believe in my ability to succeed.

_____ I get the message "You can succeed," at my work or school.

_____ I believe in myself most of the time, and generally give myself positive messages about my ability to accomplish my goals--even when I encounter difficulties.

3. Opportunities for Meaningful Participation

_____ My voice (opinion) and choice (what I want) is heard and valued in my close personal relationships.

_____ My opinions and ideas are listened to and respected at my work or school.

_____ I volunteer to help others or a cause in my community, faith organization, or scho

4. Positive Bonds

_____ I am involved in one or more positive after-work or after-school hobbies or activities.

_____ I participate in one or more groups (such as a club, faith community, or sports team) outside of work or school.

_____ I feel "close to" most people at my work or school.

5. Clear and Consistent Boundaries

_____ Most of my relationships with friends and family members have clear, healthy boundaries (which include mutual respect, personal autonomy, and each person in the relationship both giving and receiving).

_____ I experience clear, consistent expectations and rules at my work or in my school.

_____ I set and maintain healthy boundaries for myself by standing up for myself, not letting others take advantage of me, and saying "no" when I need to.

6. Life Skills

_____ I have (and use) good listening, honest communication, and healthy conflict resolution skills.

_____ I have the training and skills I need to do my job well, or all the skills I need to do well in school.

_____ I know how to set a goal and take the steps to achieve it.

https://www.resiliency.com/free-articles-resources/the-resiliency-quiz/

Libraries as Community Leaders

- Gather data, research, documentation (think Information Gurus!) share with community partners

- Investigate and identify successful strategies that work

- Outreach to government, community partners to identify and maximize available resources (personnel, $$$, knowledge/information)

*See *Libraries: Building Community Resilience in Colorado: A report of the Aspen Institute Colorado Dialogue on Public Libraries*

www.LibraryVision.org

Facility space

CHANGES SHOULD BE BASED ON EVALUATION AND ASSESSMENT OF COMMUNITY NEEDS AND INPUT FROM PATRONS

BEST PRACTICES IN THE FIELD (UNIVERSAL DESIGN PRINCIPLES)

EXTENDING THE FACILITY'S REACH BEYOND THE BOUNDARIES OF WALLS (POP-UP LOCATIONS)

VIRTUAL SPACE

Facility

- Evaluate space from multiple perspectives (inventories)
- Create a versatile, flexible space for many different types of activities (quiet, collaborative, private, meditation
- Connect to other community "spaces" that facilitate wellness
- Signage
- More than just a "meeting space"

What is Universal Design

The 7 Principles

The 7 Principles of Universal Design were developed in 1997 by a working group of architects, product designers, engineers and environmental design researchers, led by the late Ronald Mace in the North Carolina State University. The purpose of the Principles is to guide the design of environments, products and communications. According to the Center for Universal Design in NCSU, the Principles "may be applied to evaluate existing designs, guide the design process and educate both designers and consumers about the characteristics of more usable products and environments."

- Principle 1: Equitable Use
- Principle 2: Flexibility in Use
- Principle 3: Simple and Intuitive Use
- Principle 4: Perceptible Information
- Principle 5: Tolerance for Error
- Principle 6: Low Physical Effort
- Principle 7: Size and Space for Approach and Use

Principle 1: Equitable Use
The design is useful and marketable to people with diverse abilities.

Facility design

- Create spaces and zones of activity that enhance patron's well-being and sense of being cared-for
- Makerspace opportunities to be creative and make choices
- Safe haven
- Quiet reflective areas
- Open for networking with community partners
- Private reading areas
- Relax (games, puzzles, coloring)
- Life space (sewing, knitting, gardening, inspire hobbies)
- Displays on different topics
- Stress reduction opportunities provided in the library

Collaborations

- Outreach to community partners, task forces, coalitions, centers, organizations, government, other libraries, other services

- Patrons can become your point persons, tap community knowledge

- LEAD others

- Create opportunities for dialogue

- INITIATE partnerships and connections for other community partners

Programming

- Addresses the whole individual (engaging all the senses)
- Community Needs Assessment
- Evaluation more than happiness quotient
- Seek out other community partners become knowledgeable of programming opportunities provided by others

- https://www.nctsn.org/sites/default/files/resources//building_community_resilience_for_children_families.pdf

Services

Become aware of demographics of your community not just the ones who visit the library

Determine priorities how you spend your time, energy, and what services are marketed to your community

Beware of missed opportunities to extend the services you already offer!

Resources

- Evaluation and Assessment should determine priorities
- Think outside the box, connect library resources with other community and government resources
- Seek resources that may be virtual additions to the library catalog of resources
- Build awareness by inviting yourself to the "dialogue table or point of action"

Benefits of reading…

- reading as a form of therapy to be useful in the treatment of depression, mild alcohol abuse, anxiety, eating disorders, and communication issues"

- increase empathy, sharpen the mind, and impact behavior.

- helpful in the treatment process for those experiencing depression, anxiety, and substance dependency.

- cost-effective and versatile option for the treatment of several mental health issues.

- Popular recommendation by mental health therapists

Bibliotherapy

"Bibliotherapy is the process of using books to help children think about, understand, and work through social and emotional concerns. Reading with children can be therapeutic…. Adults can use reading to help children come to grips with issues that create emotional turmoil for them. Reading can also be…very effective in preventing and resolving behavior problems."

Positive Child Guidance by Darla Ferris Miller

Readers Advisory vs. Bibliotherapy

Readers Advisory

Knowledge of the collection; preview materials

Requires good rapport with patrons

Ability to develop good questions

Patron initiated

Follow-up: What to read next? Critical thinking assessing the reading experience

Usually occurs individually

May be informational

Bibliotherapy

Knowledge of the collection; preview materials

Requires good rapport with patrons

Requires thoughtful planning and facilitation

Ability to develop good questions

Librarian initiated

Create/find connections to commonalities of struggles individuals may be facing

Follow-up: Encourage discussion about topics and issues, solutions, process of problem solving

May occur individually or as a group

May be used as prevention/information dissemination

Improving accessibility to resources

- Highlighting/sharing specific library resources about issues; connecting/pairing of resources for use in and out of the library space make connections with community partners

- Resource databases instruct how to use with pre-selected terms/issues, e.g. eating disorders, abortion, abuse, drugs, homelessness

*role model searching

- Bundle library/community resources e.g. pairing nonfiction, fiction, biographies, memoirs with a marketing paragraph about the materials
*highlight community resources

- Use subject headings in catalog to assist with findability of resources on issues

- Outreach create well-defined paths with community partners that circle back to library resources and services

The good news is that although some people seem to be born with more resilience than others, those whose resilience is lower can learn how to boost their ability to cope, thrive and flourish when the going gets tough."
(Centre for Confidence and Well-Being, 2006)

Librarian Communication

- Interpersonal Communication

Words matter!

Terminology

*individuals with **substance abuse disorders** rather than **addicts**

* what has **happened** to you instead of what's **wrong** with you

*Avoid labels

Reflect on your own experience but don't necessarily duplicate it (AVOID "I know how you feel.")

- Mediators and Connectors

*awareness of local, regional, state resources

issues in the community

- Point of Need

Power of Hope

For Adults:

caring is the first act in initiating healing

what a person **thinks** will make them better often **does**

Caring creates bonds of shared understanding

Creates a possibility for future positive interactions (Domino effect of kindness)

The Immeasurable Power of Caring by Timothy Trujillo

https://timothytrujillo.com/articles/the-immeasurable-power-of-caring

Hope

Hope is a necessity for normal life and the major weapon against the suicide impulse.

– Karl A. Menninger

Sometimes trauma survivors must rely on *borrowed hope* – hope that others hold out for them. In the midst of profound depression, trauma survivors might not be able to envision anything beyond unending suffering. They depend on other persons to imagine realistically alternative possible futures.

Jon G. Allen, PhD. *Coping With Trauma: Hope through Understanding*

The Stigma of "Recovery"

"Shaming the sick and addicted"

Negative perceptions associated with substance abuse and addiction

Affects person's self-esteem

Damages relationships with loved ones

Prevents those suffering from addiction from accessing treatment

Considered a public health issue…contributes to high rates of death, incarceration, and mental health concerns among dependent populations

Stigma results in prejudice, avoidance, rejection, and discrimination

Villa, L. (2018). Shaming the Sick: Addiction and Stigma. Retrieved from https://drugabuse.com/library/addiction-stigma/

Be Proactive

Eliminate fear through education about what it means to be addicted and seeking recovery

Understanding recovery involves the whole person not just the physical addiction

Create opportunities for library personnel to connect with one another and build their own internal support networks

Avoid burnout and apathy of library personnel *emphasize self-care

https://www.centeronaddiction.org/addiction-research

DECEMBER 2015

GUIDE FOR POLICYMAKERS: PREVENTION, EARLY INTERVENTION AND TREATMENT OF RISKY SUBSTANCE USE AND ADDICTION

This report summarizes research findings regarding the types of non-cigarette nicotine products that are available, their relative risks and benefits, the prevalence of their use, and the groups most likely to use them. It also features an extensive set of recommendations for policymakers, health care providers, and researchers.

READ THE REPORT >

LIBRARY

OUR FINDINGS

For more than 20 years, Center on Addiction has been conducting research and publishing reports, journal articles and books on addiction and substance abuse in all sectors of society. This interactive library features all of our completed work to date.
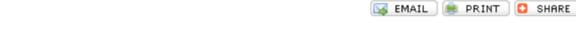
OCTOBER 2017

ENDING THE OPIOID CRISIS: A PRACTICAL GUIDE FOR STATE POLICYMAKERS.

A resource containing concrete strategies state policymakers can implement to prevent, reduce, treat and manage opioid misuse and addiction.

READ THE GUIDE >

rch#casa-library

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Opioid Overdose Prevention Toolkit

Average Rating: 4 out of 86 ratings.

★★★★☆   Rate!

Comments

Add To Favorites

Sign In!   Sign in to access your favorites and other features.

Price: FREE (shipping charges may apply)

Kit – ELECTRONIC ONLY

This toolkit offers strategies to health care providers, communities, and local governments for developing practices and policies to help prevent opioid-related overdoses and deaths. Access reports for community members, prescribers, patients and families, and those recovering from opioid overdose.

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Opioid Overdose Prevention Toolkit - Full Document (PDF, 424 KB)

Opioid Use Disorder Facts (PDF, 204 KB)

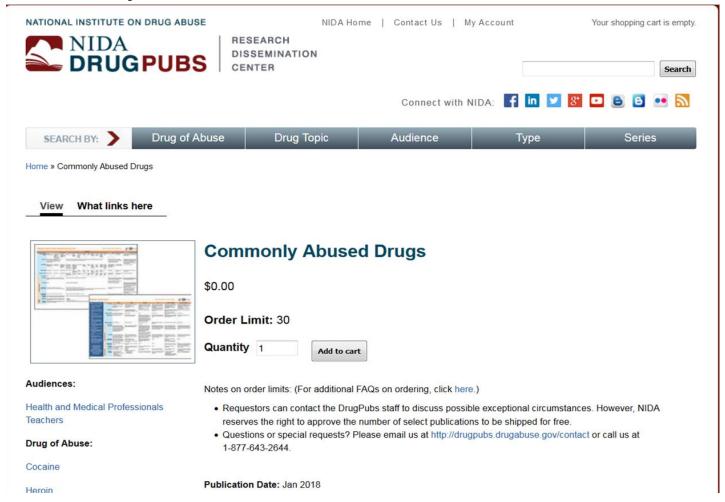Five Essential Steps for First Responders (PDF, 214 KB)

Information for Prescribers (PDF, 210 KB)

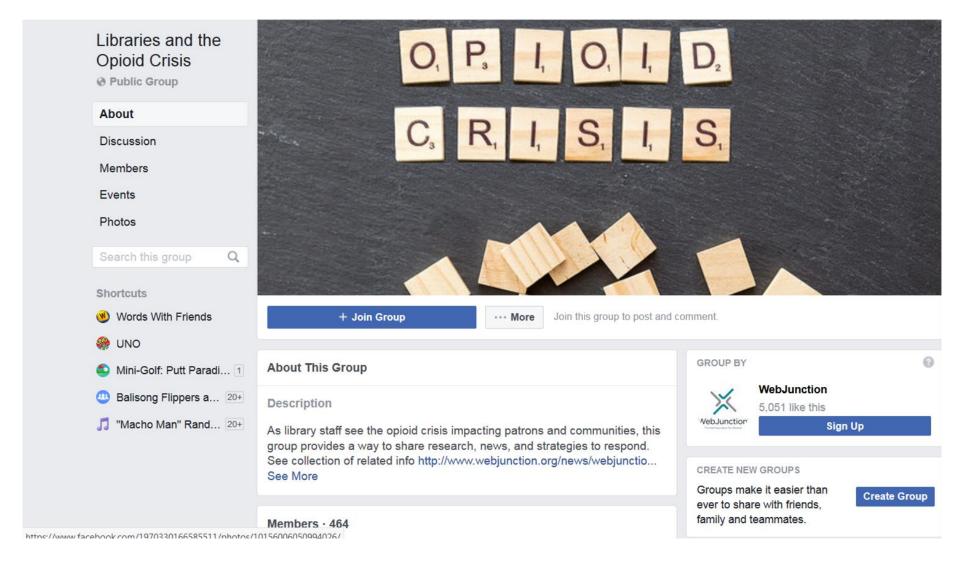Safety Advice for Patients & Family Members (PDF, 144 KB)

Pub id: SMA18-4742
Publication Date: 6/2018
Last Reviewed: 06/11/2018
Popularity: Not ranked
Format: Kit
Audience: Community Coalitions, Family & Advocates, Law Enforcement, Prevention Professionals, Professional Care Providers, People in Recovery as Audience
Population Group: People with Substance Use or Abuse Problems as Population Group

SAMHSA
Opioid Overdose Prevention
TOOLKIT

Opioid Use Disorder Facts

Five Essential Steps for First Responders

Information for Prescribers

Safety Advice for Patients & Family Members

Recovering From Opioid Overdose

SAMHSA
Substance Abuse and Mental Health
Services Administration

Free Informational publications

https://drugpubs.drugabuse.gov/publications/commonly-abused-drugs

https://www.facebook.com/groups/librariesopioidcrisis/about/

Contact Me

If you have any questions or comments, please feel free to contact me at sharper1@kent.edu or visit my website at www.meghanharper.com You can also connect with me on Facebook https://www.facebook.com/DrMeghanHarper/

Dr. Meghan Harper

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Discussion:

- What connections could you make outside the library-- within your communities and local government -- to promote overall patron well-being?

- What could your library do to promote employee understanding and awareness of building community resiliency?

- What changes to library services (e.g., policies and procedures) could you make to promote overall patron wellness?