**AGENDA**

USING A TRAUMA-INFORMED APPROACH IN DATA COLLECTION

PARTICIPANT WORKBOOK

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| Time | Session | Learning Objectives |
| 15 min | Opening |  |
| 20 min | Session 1: Understanding trauma-informed data collection | * Identify ways to apply a trauma-informed approach in data collection. * Describe the importance of using a trauma-informed approach in data collection. |
| 30 min | Session 2: Taking care of ourselves and each other | * Identify signs of compassion fatigue and vicarious trauma. * Recognize your feelings and needs when engaging with sensitive topics. * Explore self-care strategies to prevent or reduce compassion fatigue and vicarious trauma. * Explore organizational support that is available. |
| 10 min | Break |  |
| 20 min | Session 3: Creating a safe space for participation | * Describe ways to create a physically and emotionally safe space for study participants. * Describe the steps to ask study participants about violence. |
| 30 min | Session 4: Identifying and responding to participant distress | * Demonstrate practical skills in identifying and responding to distress, including acknowledging and validating experiences and offering support and warm referrals. |
| 45 min | Session 5: Practicing our skills | * Role-play practical skills from sessions 3 and 4. |
| 10 min | Closing |  |

**SESSION 1: UNDERSTANDING TRAUMA-INFORMED DATA COLLECTION**

**Individual Reflection Activity**

1. What might be some of your warning signs that you are starting to feel distressed and that you should reach out for support (for example, heart racing, throat getting tight, getting irritable, spacing out)?
2. What can you do to minimize the chances of having these feelings or manage the impact of them (for example, stepping away or slowing down, or checking in with someone)?

**SESSION 2: TAKING CARE OF OURSELVES AND EACH OTHER**

**Individual Reflection Activity**

Think about a time when you felt stressed, exhausted, or overwhelmed at work.

1. What did you need for your own well-being? Consider emotional, physical, social, and other aspects of well-being.
2. How did you meet your needs?

**Individual Reflection Activity**

1. Circle strategies you would like to include in your self-care practice.

|  |  |  |
| --- | --- | --- |
| Take walks | Get regular medical care | Spend time outdoors |
| Meditate | Take time off when you are sick | Express gratitude |
| Read favorite books | Get enough sleep | Reach out to loved ones |
| Bake | Create art | Take a break from technology |
| Do light exercise | Cook | Garden |
| Laugh in the company of friends | Write in a journal | Take vacations |
| Listen to music | Play sports | Do breathing exercises |

1. What other strategies would you like to include in your self-care practice?

**SESSION 5: PRACTICING OUR SKILLS**

**Role-play Instructions (Slide 57)**

In groups of three, rotate roles so that each person is a study participant, a data collector, and an observer one time.

* The person in the role of study participant will pretend to have experienced trauma as described in their scenario. This person can create their own scenario if they prefer.
* The person in the role of data collector will use their skills to create a safe space and provide psychological first aid to the study participant, including making referrals as desired by the participant.
* The person in the role of observer will fill out the observer checklist during the role-play between the data collector and study participant. Once each role-play has been completed, the observer will provide their feedback on what skills from the checklist were used, what went well, and what could be improved.

It will take about 45 minutes to go through all three rounds of role-plays and feedback. For each scenario, plan to use 10 minutes for the role-play and 5 minutes for the feedback.

**Sample Scenarios**

**Thandeka**, whose controlling partner does not allow her to go to the site, shows up late for interviews and regularly fails to pick up her oral PrEP refills. During an interview about PrEP choice, a data collector asks, “How has using PrEP affected your relationships with people who know you are using PrEP, if at all?”

**Naeku** says that she always uses her PrEP ring, but she tests positive for HIV after a violent partner forcibly removed it and destroyed it. During a cohort follow-up, a data collector asks, “Since your previous PrEP visit, have you experienced a negative change because you are in the study or because of PrEP?”

**Lerato**, who was just kicked out of her home and has not slept for two nights, screams at a nurse when the nurse tells her she will have to wait one hour for her CAB PrEP injection. During an interview about unique PrEP experiences, a data collector asks, “Do you have any particularly positive or negative experiences that occurred during any PrEP-related visit since you joined the study that you would like to share?”

**Observer Checklist**

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| --- | --- | --- |
| Areas of Observation (add a checkmark to each skill that is demonstrated) | | Feedback (add notes for data collector) |
| Creating a safe space | |  |
|  | Meet in a private space where they feel physically safe. |  |
|  | Listen closely with empathy and without judgement. |  |
|  | Let them know they can trust you to protect their confidentiality. |  |
|  | Maximize participant choice and control. |  |
|  | Build in pauses and hold space for emotions. |  |
| Identifying and responding to participant distress | |  |
|  | Recognize participant distress. |  |
|  | Acknowledge and validate their experiences. |  |
|  | Offer options for support and follow their lead. |  |

|  |  |
| --- | --- |
| Techniques | What does this look like in practice? (examples) |
| Meet in a private space where they feel physically safe. | * Is here okay or is there somewhere else you would feel more comfortable? * Is there anything I can do or be aware of to help you feel safe during this [survey/interview/focus group discussion]? |
| Listen closely with empathy and without judgement. | * I’m here to listen to and learn from you. I won’t judge you or tell you what to do. * You are the expert in the room today, I want to learn from you. |
| Let them know they can trust you to protect their confidentiality. | * I will keep everything you tell me confidential unless you give me permission to share it. * Your full name will not be attributed to anything you share today. |
| Maximize participant choice and control. | * You do not have to answer any questions that you do not want to answer. * You can share as much or as little information as you want. |
| Build in pauses and hold space for emotions. | * Please take your time. I am here when you are ready. * Take your time, there is no pressure. |
| Recognize signs of distress. | * Pay attention to changes in body language, facial expressions, tone, and words to detect signs of distress. Do not pressure a participant to share details about why they are distressed. Instead, use pauses to give participants space to process and take care of themselves and provide them with first-line support. For example: It sounds like you’re feeling upset. It can be hard to talk about these experiences. Should we take a break? |
| Acknowledge and validate their experiences. | * Thank them for sharing and acknowledge that sharing can be difficult.   I appreciate you sharing that with me. It can be hard to talk about these experiences.   * Make it clear you believe them.   I believe you.   * Let them know it is not their fault.   What happened has no justification or excuse.   * Use their language/acknowledge their feelings.   There is no right or wrong way to feel. Your feelings are valid.   * Help them feel supported, not judged.   I’m glad that you spoke to me about this. You are not alone. I am here for you. |
| Offer options for support and follow their lead. | * Ask if they would like to hear information on support and resources. Staff at this site are trained to support you. Can I connect you with them? * If a participant does not want to speak to another staff person, share referral options.   I’d like to share information with you about available services that can support you. Is that okay?   * If yes, let them know they are in control of how they want to move forward.   Any of these options are valid, and I am here to support you in whichever one (if any) you choose.  It is your choice what happens next, and I’m here to support you.   * Help connect them to support and resources if desired.   [If no] If you decide you would like some support in the future, just let me know and I can give you some information.  [If yes, provide information and make referral.] |

**SESSION 6: CLOSING**

**Learning Objectives**

* Identify ways to apply a trauma-informed approach in data collection.
* Describe the importance of using a trauma-informed approach in data collection.
* Identify signs of compassion fatigue and vicarious trauma.
* Recognize your feelings and needs when engaging with sensitive topics.
* Explore self-care strategies to prevent or reduce compassion fatigue and vicarious trauma.
* Explore organizational support that is available.
* Describe ways to create a physically and emotionally safe space for study participants.
* Describe the steps to ask study participants about violence.
* Demonstrate practical skills in identifying and responding to distress, including acknowledging and validating experiences and offering support and warm referrals.

**Individual Reflection Activity (Slide 60)**

1. Which learning objectives did you achieve?
2. Which learning objectives do you need more information, practice, or support on from your research team?

**POST-TRAINING SURVEY**

1. **How familiar were you with using a trauma-informed approach in your data collection practices prior to today’s training?**

Not at all familiar Slightly familiar Familiar Very familiar

1. **How important do you feel learning about trauma-informed practices is for your data collection practices?**

Not at all important Slightly important Important Very important

1. **Do you feel the trauma-informed data collection practices were presented in a clear and helpful way?**

Yes Maybe I’m not sure No

1. **Do you feel the material presented today is useful for your data collection practices?**

Yes Maybe I’m not sure No

1. **How comfortable do you feel using the trauma-informed practices from today’s training in your data collection practices?**

Not at all comfortable Slightly comfortable Comfortable Very comfortable

1. **Is there any topic you’d like more information on that was covered or not covered today?**