

**PASSING ON JUSTICE:
UNDERSTANDING THE ROLE OF HISTORICAL AND
INTERGENERATIONAL TRAUMA FOR CREATING HEALTH EQUITY**

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Toya Graham and
her son,
Michael Singleton



SAFETY & ATTACHMENT

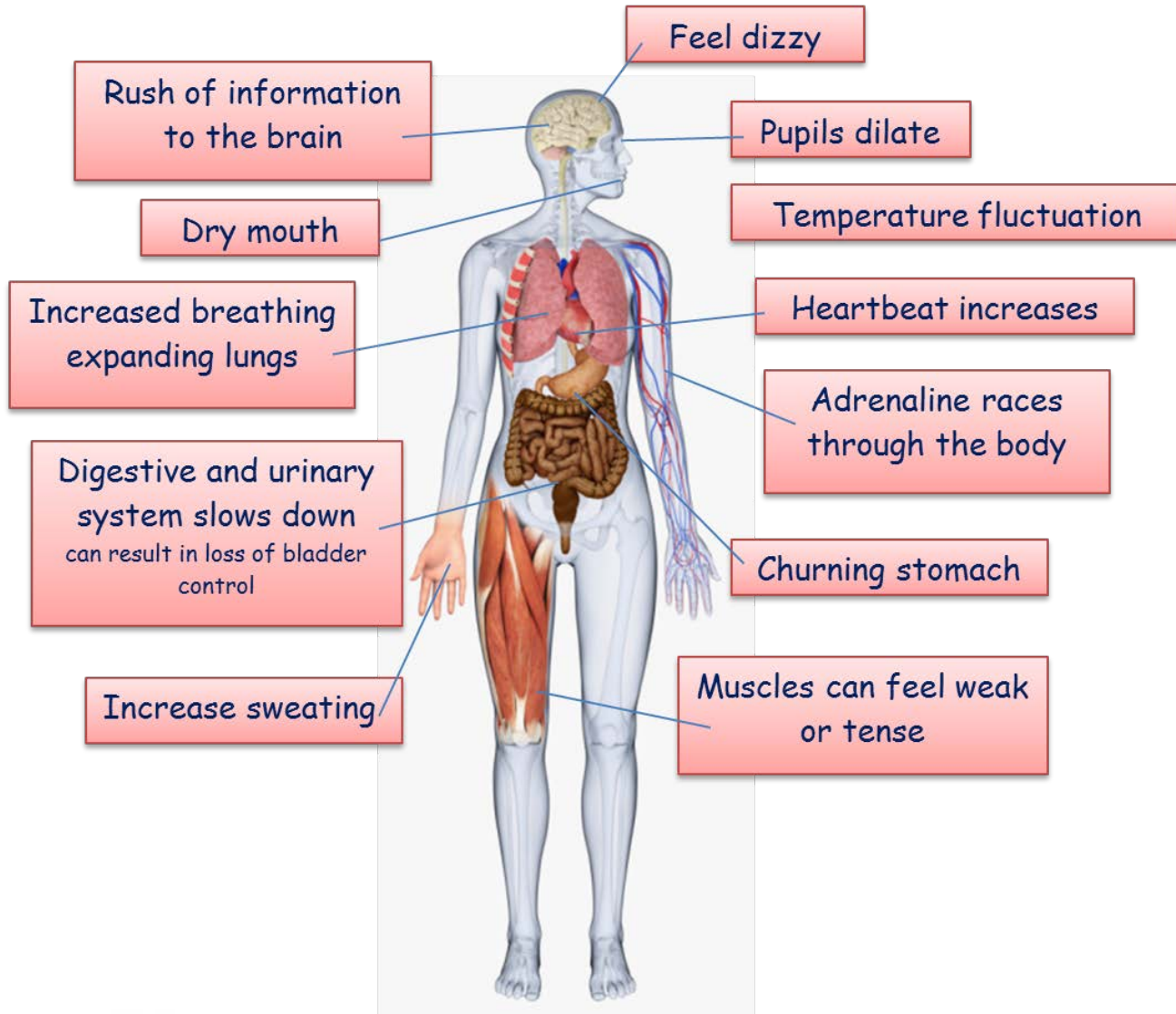
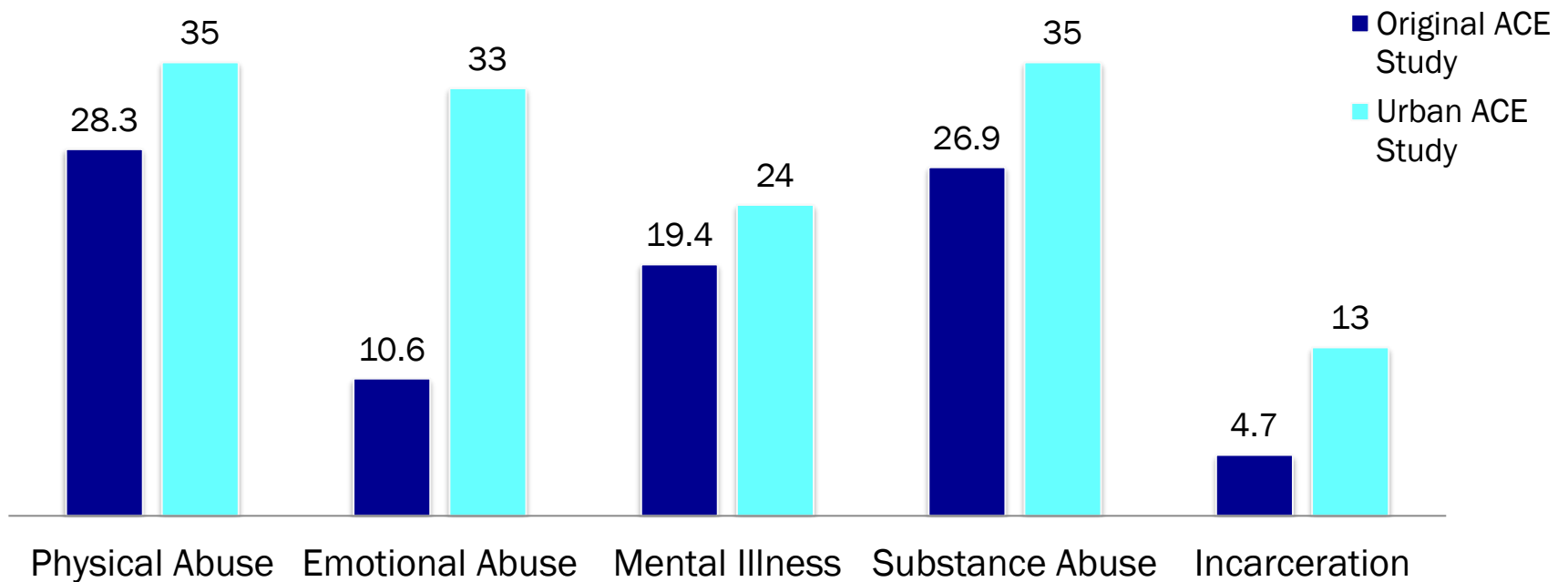


Photo Credit: <http://www.sciseek.com/search/web/fear%20response>

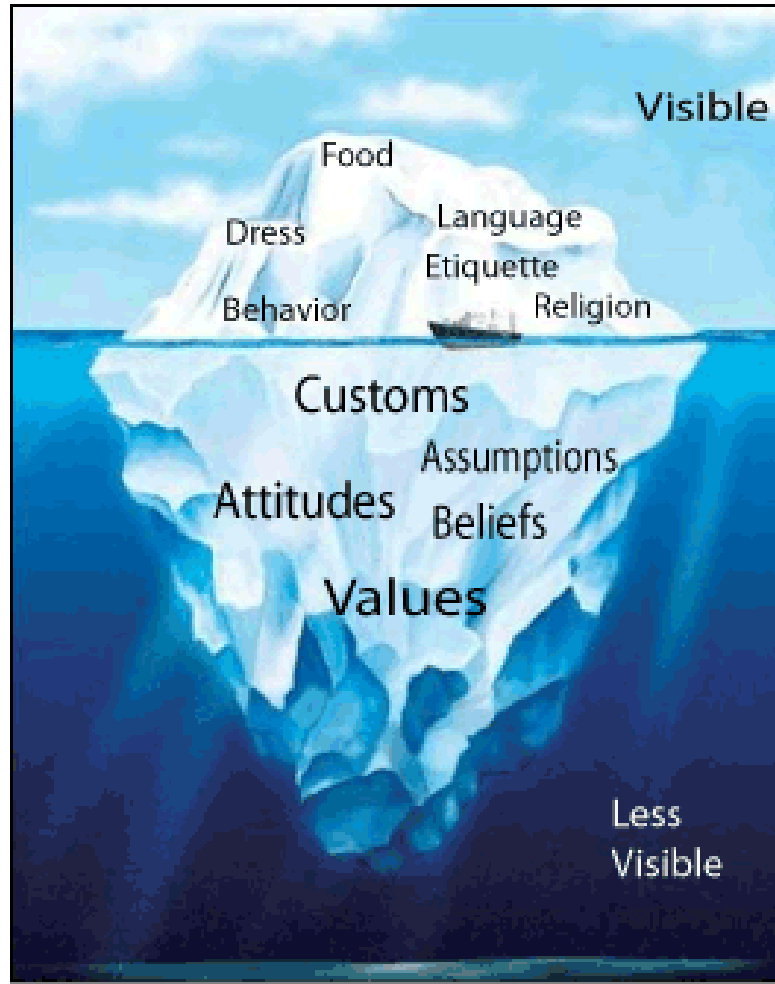
UNDERSTANDING TRAUMA AND ADVERSE CHILDHOOD EXPERIENCES IN CONTEXT



INVISIBLE WOUNDS

Intergenerational Trauma

The transmission and impact of trauma across generations via stress reactions, attitudes, beliefs, and other conscious and unconscious actions by caregivers.



Historical Trauma

The cumulative emotional and psychological wounding of an individual or generation caused by a traumatic experience or event.

Retrieved from:
<https://michellevallesbportfolio.wordpress.com/tag/culture-iceberg/>

SURVIVING THE DISCONNECT FROM THE SOCIAL CONTRACT

Survival Mode: **Flight/Fight/Freeze**

Frontal lobe (Prefrontal cortex) goes offline
Limbic system / mind and lower brain functions take over

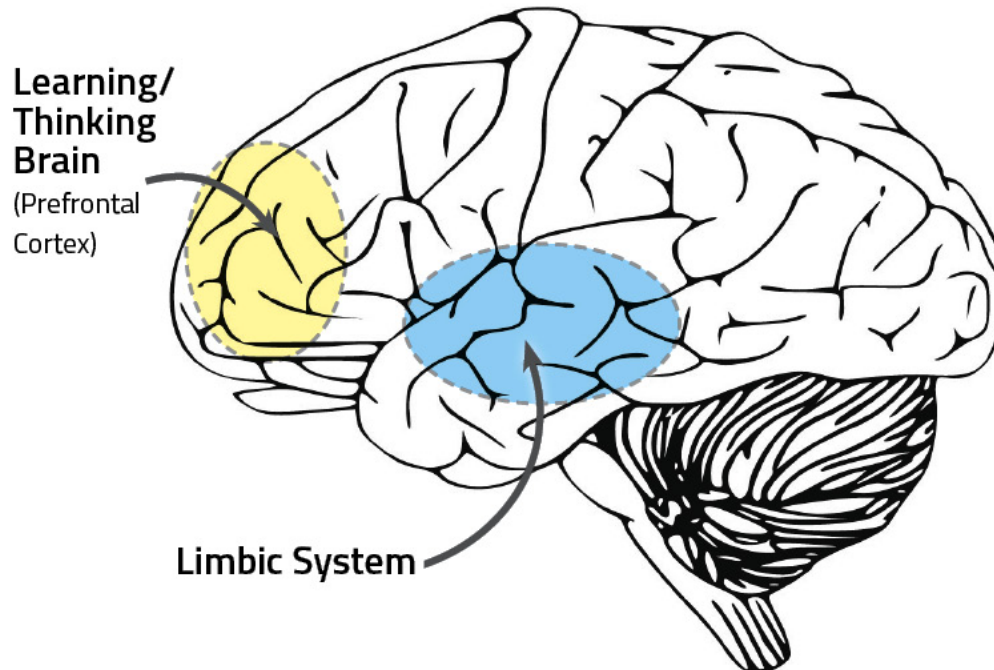
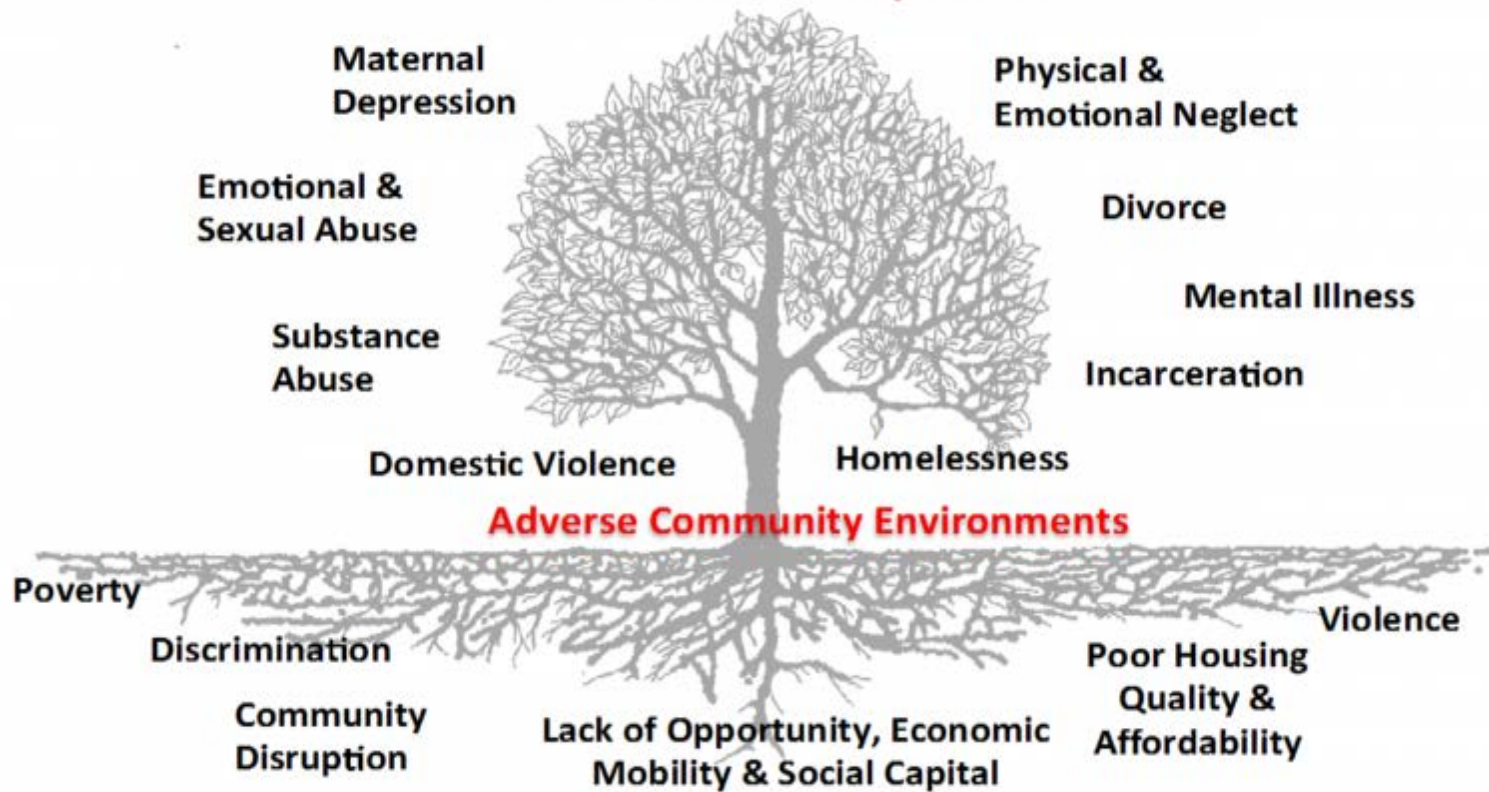


Photo Credit: <http://communityresiliencecookbook.org/your-body-brain/>

The Pair of ACEs

Adverse Childhood Experiences



Ellis, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. *Academic Pediatrics*. 17 (2017) pp. S86-S93. DOI information: 10.1016/j.acap.2016.12.011

REBUILDING THE CONNECTION WITH 3 A'S

- Addressing health disparities and disproportionate service engagement requires tackling the presence and impact of multiple forms of trauma on marginalized communities.

Three A's for passing on justice in clinical service delivery.

Acknowledge the role of trauma in increasing disparities and resilience among communities.

Ask questions and collect data about the impact of trauma and best practices for promoting health.

Adjust service design and delivery to reflect the culture of communities being served.



*Those who have a
‘why’ to live can bear
almost any ‘how’*

Victor Frankl

Selected References

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- Sotero, M. (2006). A conceptual model of historical trauma: Implications for public health practice and research. *Journal of Health Disparities Research and Practice*, 1(1), 93-108.

Additional Resources

- www.SAMHSA.gov
- Substance Abuse and Mental Health Services Administration (SAMHSA) (2016). Understanding historical trauma when responding to an event in Indian country. Retrieved from <http://store.samhsa.gov/shin/content/SMA14-4866/SMA14-4866.pdf>
- www.NCTSN.org
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- www.iOpeningEnterprises.com
- Pickens, I (2016). *The Bridge Trauma-Informed Culturally-Responsive Program*. iOpening Enterprises, Los Angeles, CA.
- Washington Post
- Strauss, V. (2016, July 11). Teaching about race, racism, and police violence: Resources for educators and parents. Washington Post, Retrieved from https://www.washingtonpost.com/news/answer-sheet/wp/2016/07/11/teaching-about-race-racism-and-police-violence-resources-for-educators-and-parents/?utm_term=.d82ff5c-46c1a

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