

Trauma-Informed Teaching and Well-Being Resources

Programs

- Lawyers Concerned for Lawyers, Inc. (LCL): <https://www.lclma.org>
- CT Women's Consortium "A Guide to Building Trauma-Informed Practices and Organizations"
- Internal Family Systems (IFS) Institute: <https://ifs-institute.com>
- The Steve Fund: <https://stevefund.org>
- Trauma Informed Law: <http://www.traumainformedlaw.org>
- EMDR International Association: <https://www.emdria.org>

Recommended Reading

- Gersen, Jeannie Suk, The Socratic Method in the Age of Trauma, 130 Harv. L. Rev. 2320 (2017).
- Gunderson, Rachel L., Caroline Mrozla-Toscano, and Dung M. Mao. "An Instructor's Guide for Implementing Trauma-Informed Pedagogy in Higher Education." *The Journal of Faculty Development* 37.2 (2023): 80-6. ProQuest. Web. 9 Apr. 2024.
- Katz, Sarah, The Trauma-Informed Law Classroom: Incorporating Principles of Trauma-Informed Practice into the Pandemic Age Law School Classroom. 25 U.C. Davis Social Justice Law Review 17 (2020), <https://ssrn.com/abstract=3810982>
- Sonia Nieto, "Language, Culture, and Teaching: Critical Perspectives" 3rd Ed. Routledge (2018).

Education and Awareness

- **Faculty Training:** Provide training to law professors and staff on trauma-informed practices. Educate them about the impact of trauma on students' well-being and learning, as well as how to identify when a student is affected by trauma, strategies to address the trauma, and ways to prevent vicarious trauma for the faculty and staff.
- **Student Education:** Introduce trauma-informed concepts to law students. Help them understand how trauma affects individuals, communities and possibly, themselves.

Curriculum Integration

- **Incorporate Trauma Content:** Encourage trauma-informed professors and instructors to infuse trauma-related topics into the curriculum. For example, discuss trauma-informed lawyering, trauma-related legal issues, and the effects of trauma on clients.
- **Case Studies:** Use case studies that involve trauma-related scenarios. Encourage students to analyze legal problems through a trauma-informed lens.

Classroom Environment

- **Brave Space:** Encourage law professors to create a rigorous, yet secure and nonjudgmental classroom environment that allows students to be vulnerable by welcoming errors as tools for learning and resilience. Encourage open dialogue and active listening.
- **Choice and Control:** Give students choices whenever possible. Understand and support diverse strategies for engaging with course material.
- **Preview Topics:** Acknowledge potentially sensitive topics related to trauma prior to having students engage with the topic. Acknowledge and accept strategies of self-care, as well as provide a forum for students to engage in the learning by thoughtfully reducing risks of students reliving or being retraumatized by a related experience.
- **Flexible Deadlines:** Understand that trauma may impact students' ability to meet deadlines. Consider flexible submission options when the student is providing timely notice of need. Address missed deadlines as contemporaneously as possible.

Support Services

- **Counseling Services:** Collaborate with campus counseling centers. Ensure students have access to mental health resources.
- **Peer Support:** Foster peer support networks within law schools. Encourage students to connect and share experiences.

Self-Care and Well-Being:

- **Self-Reflection:** Encourage students to reflect on their own well-being. Discuss self-care strategies.
- **Faculty Role Modeling:** Model self-care practices as faculty members.

