HEALTH. WELLBEING. EVERYONE.
My background

• Drama teacher / acting – developed theatre with people with mental health issues as therapeutic tool and community education purposes.

• Social Worker - 15 years Mental health sector and 1 year in the Vic Bushfires. VACP 3 years.

• Began work in VACP and was thinking through how can I best assist people with their trauma in a creative way?

• Initially wanted to represent the brain physically to show the responses following trauma – this was the germ of the idea that began the process of what would be helpful for clients.

• Not an empirical feeling....
Gut feeling
Why a DVD?

- Inspiration for DVD came from clients who wanted to know why, what, when and how?
- Why do I feel like I do?
- What if I had done something different?
- When will I feel better?
- How can you help me?
- How safe am I?
- What if I had been killed?

• They were all thinking .......
WTF
What is Trauma?
Why psycho education?

• Victims of Crime studies have shown that there are some common reactions following assaults including denial, disbelief, feelings of loneliness, helplessness, fear, confusion anxiety. Victims may also come to view themselves as weaker and stigmatised because of the assault (Frieze, I, Hymer, S. & Greenberg, M., 300:1987).

• Immediately following trauma it is advised that practitioners adopt a **watchful stance** while providing psycho education.
Watchful stance

We were doing this but could we improve?
Could this guy provide some answers?
Aims of DVD

• To produce a 5 minute psycho educational animation that visually explores victim’s responses to trauma and decreases their immediate anxieties.
• To produce a 5 minute psycho educational animation depicting the body and brains experience of trauma and stress.
• To produce a 5 minute psycho educational animation that assists victims’ family/ carers understand their current experience.
• To utilise current social media to broaden the Brand of WRHC.
• To utilise social media applications such as Facebook and YouTube to disseminate the DVD.
• To develop a culturally appropriate psycho educational tool that assists access and equity for target populations, CALD and young people.
Break it down

• Explain psycho-ed in a visual form.
• Minimise verbal information.
• Maximise visual impact.
• Maximise what clients took away from their first session.
• Minimise my own anxieties – do no harm
Script development

• A working group was developed:
• Prior to first meeting with the working group I developed a creative framework and possible narrative of ideas around trauma world.

• The working group agreed to:
• Keep in mind the **target audience** (Assault, CALD, young people)
• Identify a **theoretical underpinning** for the content of the script.
• Write the script keeping in mind a **literacy level** of approximately a 12yo.
• Remain focussed on keeping it **simple** and keeping to the timelines.
• The working group **met 5 times** to develop the script and we ended up with a succinct two page script exploring trauma, physiological and psychological responses, self-care and recovery.
**Working group**

- A Lit review confirmed that a psychoeducation focus on **symptoms** AND **resilience** AND **help seeking** is more helpful than simply pathologising and creating an expectation of dysfunction (Wessley et al. 2008, p. 296).

- Working group decided DVD content needed:
  1. Understanding of symptoms - **trauma world**
  2. Understanding physiological response - **fight flight freeze**
  3. Message about resilience and normalizing – **you will be OK**.
  4. Help seeking – **phone a friend etc.**
Creative process

- Gender
- Recovery
- Humour
- Script
- Working group
- Trauma
- $\$\$
- Character
Feedback /Use

• Launched Nov 2012 – 20 month process/production.
• DVD utilised by:
  • DOJ Victoria
  • WESTCASA– Training
  • DOJ ACT.
  • Training for Highway Patrol - Police Psychology Unit
• “It is fantastic to see such an accessible and visually engaging presentation of this important information about trauma and recovery”. David Forbes ACPMH

• “Those pictures paint a thousand words, and normalise the varied reactions we know to expect... it can be so readily adapted to any traumatic event, not necessarily just crime. Thank you!” ACGB counsellor

“THAT’S ME”
Evaluation aims.

- Does the animated DVD...?

- (1) Increase victims of crime knowledge of self-care strategies

- (2) Normalise the known transient effects of trauma

- (3) Promote recovery behaviours
Recruitment

- Recent victims of crime.

- Profile of crimes at recruitment.

- Purposive sampling (Sarantakos 1996; Trochim & Donnelly 2008).

- (n=31) sought – (n=24) recruited

- Eligibility (generally broad). DVD script developed in English, to Flesch-Kincaid grade five level.
Methodology

- WRHC (HEAG) Ethics approval
- Quasi experimental design, i.e. quantitative and qualitative (Walter 2008; Sarantakos 1996).
- Single session study
- Known transient effects of trauma & Self care strategies - Constructs.
Results (quantitative)

Percentage improvement was 59.5%. Nobody was very confident at pre test. At post test most were confident to very confident with a significant shift in strength of agreement. The benchmark for clinically significant improvement was set at 25% or more.

![Chart showing improvement in confidence from pre to post test]

(Mean post – Mean pret) = % Improvement

Long 2011
Results (quantitative)

Percentage improvement was 71.3%. Nobody was very confident at pre test. At post test many more were confident to very confident, with a significant shift in strength of agreement. Though (n=8) still remained with a low confidence. The benchmark for clinically significant improvement was set at 25% or more.
Results (quantitative)

Fight, flight, freeze responses. Similar results...
Percentage improvement for fight was 34.8%.
For flight percentage improvement was 24.6%, and freeze 24.5%...
The benchmark for clinically significant improvement was set at
25% or more.

The values, Disagree through to Agree, were only represented by numerals 2-6 in the questionnaire, number 4 was assumed neutral, with 1 indicating Strongly Disagree and 7 Strongly Agree (see appendix for questionnaire).
Results (qualitative)

- Dominant theme from this question…

- Please tell us what information you found most helpful from the DVD?

- Many participants (n=11) were able to identify information about trauma responses and effects, with many comments (n=7) supporting how this ‘normalised’ their experiences.

- Having their experiences explained, normalised (shared), and validated.
Results (qualitative)

- Dominant theme from this question...

- What might you now do differently to look after yourself, as a result of watching the DVD?

- Most participants (n=18) were able to identify a variety of the self care strategies within the DVD.
Results (combined)

- Combining data to strengthen analysis…

- Not only did confidence in knowledge improve they also identified intended behaviours from the self-care strategies provided

- Most participants (n=18) were able to identify a variety of the self care strategies within the DVD.

- Importantly, (n=8) still lacked confidence to some degree as to how they might help themselves recover.
Evaluation recommendations

- The DVD should be offered to victims of crime affected persons and significant other.

- The DVD should be considered for Web-Based resourcing to make it more accessible. Potential for wide and immediate distribution, i.e. large scale crime events.

- The DVD should be further evaluated using a Larger number of participants.
Contribution to existing literature

- Addressing a gap in the current literature regarding the efficacy of psychoeducation in the field of trauma.

- Current debate about the pros and cons of providing psychoeducation in the field of trauma.
Questions
References:


Kilpatrick, D, Cougle, J, & Resnick, H 2008, 'Reports of the death of psychoeducation as a preventative treatment for posttraumatic psychological distress are exaggerated', Psychiatry: Interpersonal and Biological Processes, 71, 4, pp. 322-328, PsycINFO, EBSCOhost, viewed 16 February 2012.


