



Perinatal* support for Aboriginal and Torres Strait Islander parents who have experienced complex childhood trauma

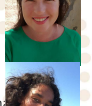
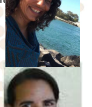
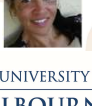
Dr Catherine Chamberlain, Dr Graham Gee and
Professor Stephanie Brown for the *Healing the past by
nurturing the future* project team




*Pregnancy to 2 years after birth

Acknowledgements

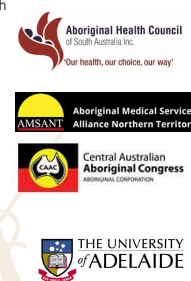
Healing the past by nurturing the future project team

 Dr Cath Chamberlain*	 Prof Jan Nicholson	 Dr Fiona Mensah	 Ms Tanja Hirvonen*
 Dr Graham Gee*	 Dr Deidre Gartland	 Dr Caroline Atkinson*	 Dr Sandy Campbell*
 Prof Stephanie Brown	 Prof Helen Herman	 Ms Shawana Andrews*	 Dr Naomi Ralph
 Prof Kerry Arabena*	 Ms Karen Glover*	 Dr Sue Brennan	 Ms Danielle Dyall*
 Prof Judy Atkinson*	 Dr Yvonne Clarke*	 Prof Helen McLachlan	 Ms Melissa Morgan* (Admin)

Funded by



Partners



*Aboriginal and/or Torres Strait Islander

Participating institutions



Presentation outline

1. Context of complex trauma among Aboriginal and Torres Strait Islander people in Australia
2. *Healing the past by nurturing the future* project aims and plans
3. Progress so far

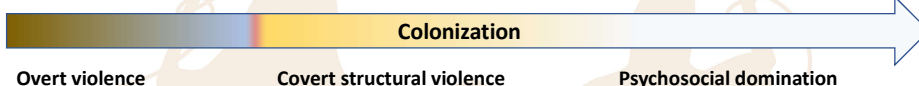


Image source: <http://www.eclecticstock.com/Lightbox.asp?ID=2193>

International Childhood Trauma Conference 1/8/2018

3

1.1 Context of complex childhood trauma among Aboriginal and Torres Strait people in Australia

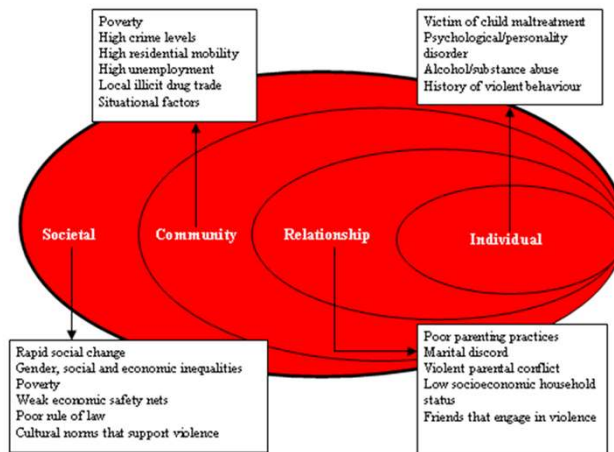


Source: <http://www.healthinonet.ecu.edu.au/other-health-conditions/mental-health/reviews/our-review>; and Australia's Health 2016 (AIHW)

International Childhood Trauma Conference 1/8/2018

4

1.2 Socioecological influences for violence and trauma



A WHO ecological framework illustrating examples of risk factors for violence at every level

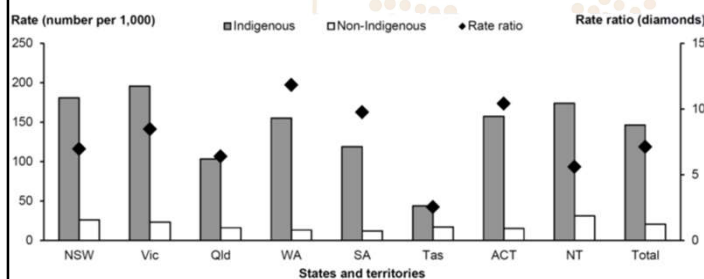
Image source (adapted): Violence Prevention Alliance. The ecological framework. Geneva, Switzerland: World Health Organisation; 2016

International Childhood Trauma Conference 1/8/2018

5

1.3 Trauma prevalence among Aboriginal and Torres Strait Islander people

- '**Complex trauma**' occurs as a result of cumulative exposure to multiple traumatic experiences, often involves interpersonal violation within the child's care giving system.^{1,2}
- Current prevalence unclear as no clear criteria³
- Aboriginal children seven times more likely to be assessed as exposed to 'substantiated' child abuse⁴
- Aboriginal people experience as high as 10 -12 different traumatic events in a life time^{5,6}
- Elevated rates of PTSD in Aboriginal communities: 58%⁵, 40%⁶



Children receiving child protection services by Indigenous status, states and territories⁴

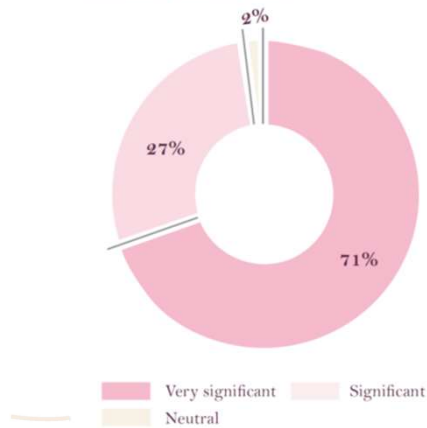
International Childhood Trauma Conference 1/8/2018

1. Alexander P. Intergenerational cycles of trauma and violence: An attachment and family systems perspective. New York, NY: W.W. Norton & Company; 2016.
2. Kezelman C, Stavropoulos P. Practice Guidelines for Treatment of Complex Trauma and Trauma Informed Care and Service Delivery. Sydney: Adults Surviving Child Abuse; 2012.
3. Cloitre M, Garvert DW, Weiss B, Carlson EB, Bryant RA. Distinguishing PTSD, Complex PTSD, and Borderline Personality Disorder: A latent class analysis. Eur J Psychotraumatol. 2014; 56.
4. Scott D. The prevalence of child abuse and neglect. Australian Institute of Family Studies; 20136.
5. Atkinson, C. (2008). The violence continuum: Aboriginal Australian male violence and generational post-traumatic stress. Unpublished Doctor of Philosophy thesis. Charles Darwin University, Australia.
6. Gee, G. (2016). Resilience and Recovery from Trauma among Aboriginal Help Seeking Clients in an Urban Aboriginal Community Controlled Health Organisation. Unpublished Doctor of Philosophy thesis. University of Melbourne Australia..

6

1.4 Complex trauma in the perinatal period

Figure 9.3: "Within your service, how significant do you consider the issues surrounding trauma, stress and grief are when working with Aboriginal and Torres Strait Islander women in the perinatal period?"



ABORIGINAL AND TORRES STRAIT ISLANDER PERINATAL MENTAL HEALTH MAPPING PROJECT

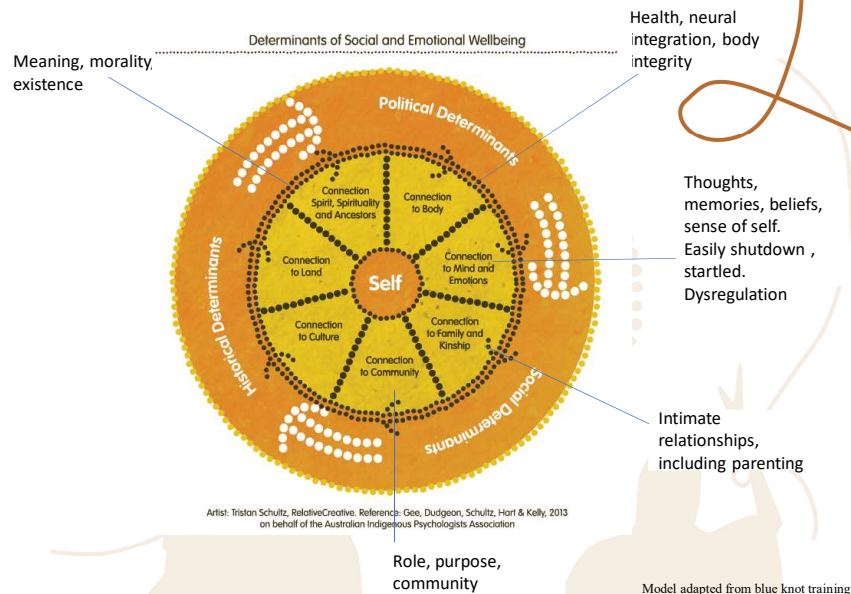
A mapping of current practice understanding the screening, assessment and management of perinatal mental health across Australia's New Directions Mothers and Baby Service Program
Final Report June 2013



International Childhood Trauma Conference 1/8/2018

7

1.5 Complex trauma impacts social and emotional wellbeing



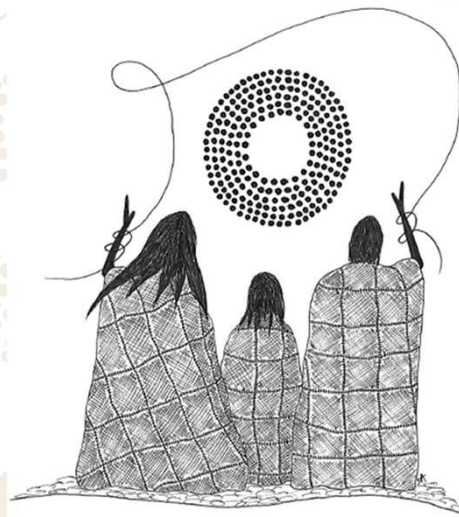
International Childhood Trauma Conference 1/8/2018

8

1.6 Incorporating an Aboriginal worldview

Songs of Strength, Ink on paper, 2018 © Shawana Andrews

A father, mother and child wearing possum skin cloaks and looking to the ancestors and past generations. The parents are connected with a songline which gives them strength. The stones below represent a strong foundation and the stitching on the cloaks represent the relational connectedness of Aboriginal people and worldview.

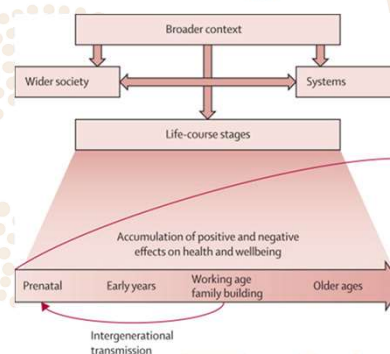


International Childhood Trauma Conference 1/8/2018

9

1.7 Perinatal period: a unique life-course opportunity for healing and preventing intergenerational transmission of trauma

- Parenting transition offers a unique life-course opportunity for healing, even after severe trauma.
- Most parents are able to provide nurturing care.
- Potential to disrupt the cycle of trauma through loving relationships that promote healing ('earned security').
- Frequent scheduled contacts with service providers



Broad themes included in WHO European review of social determinants of health to improve health equities (Marmot et al. 2012).
Image Source:
<http://oxfordmedicine.com/view/10.1093/med/9780195377903.001.0001/med-9780195377903-chapter-15>

International Childhood Trauma Conference 1/8/2018

10

2.1 Project aims and plans

The aims of this Lowitja Institute and NHMRC funded study are to co-design:

1. Acceptable, valid, safe and feasible strategies to **recognise and assess** Aboriginal and Torres Strait Islander parents during the perinatal period (pregnancy to 24 months postpartum) who have experienced complex trauma.
2. Acceptable, safe and feasible **awareness and support strategies** that could be offered during the perinatal period to support Aboriginal and Torres Strait Islander parents who have experienced complex trauma.



Image source : <http://treatyrepublic.net/images/2009-general/mother-baby.jpg>

International Childhood Trauma Conference 1/8/2018

11

2.2 Approach and frameworks

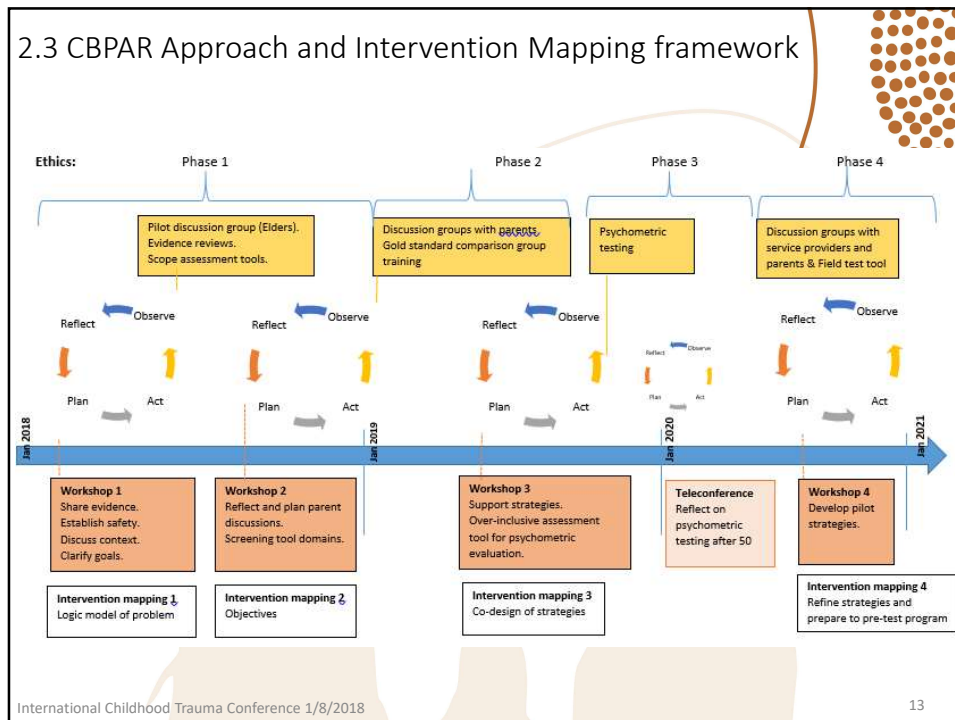
Formative process orientated research informed by:

1. Community-based participatory action research approach (CBPAR) with 4 'plan, act, observe, reflect' cycles
2. Intervention Mapping framework (first four steps)
3. Power Threat Meaning Framework
4. Population-based Screening framework

International Childhood Trauma Conference 1/8/2018

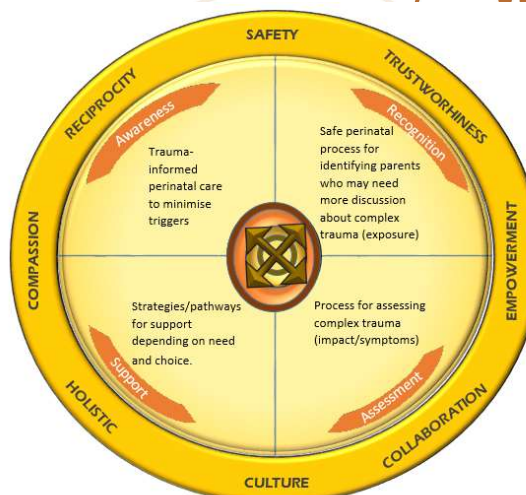
12

2.3 CBPAR Approach and Intervention Mapping framework



2.4 Values and Principles

1. Safety*
2. Trustworthiness*
3. Empowerment*
4. Collaboration*
5. Culture
6. Holistic
7. Compassion
8. Reciprocity



*National Trauma Guideline Principles

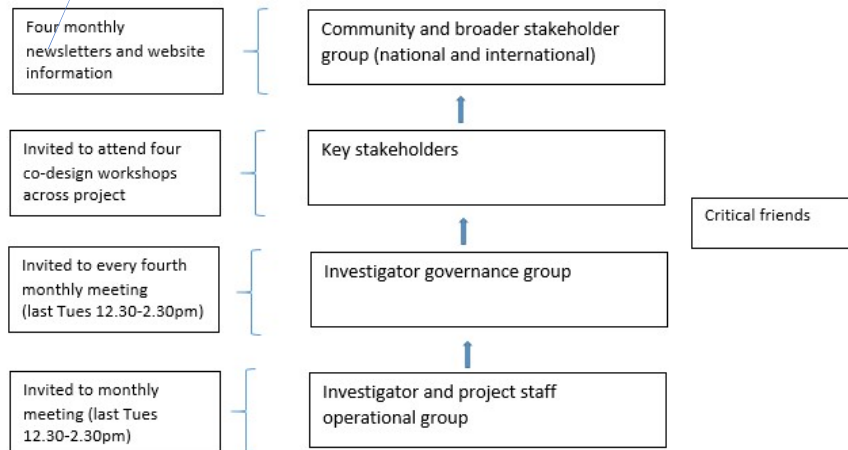
International Childhood Trauma Conference 1/8/2018

Artwork by Danielle Dyall

14

2.5 Project structure

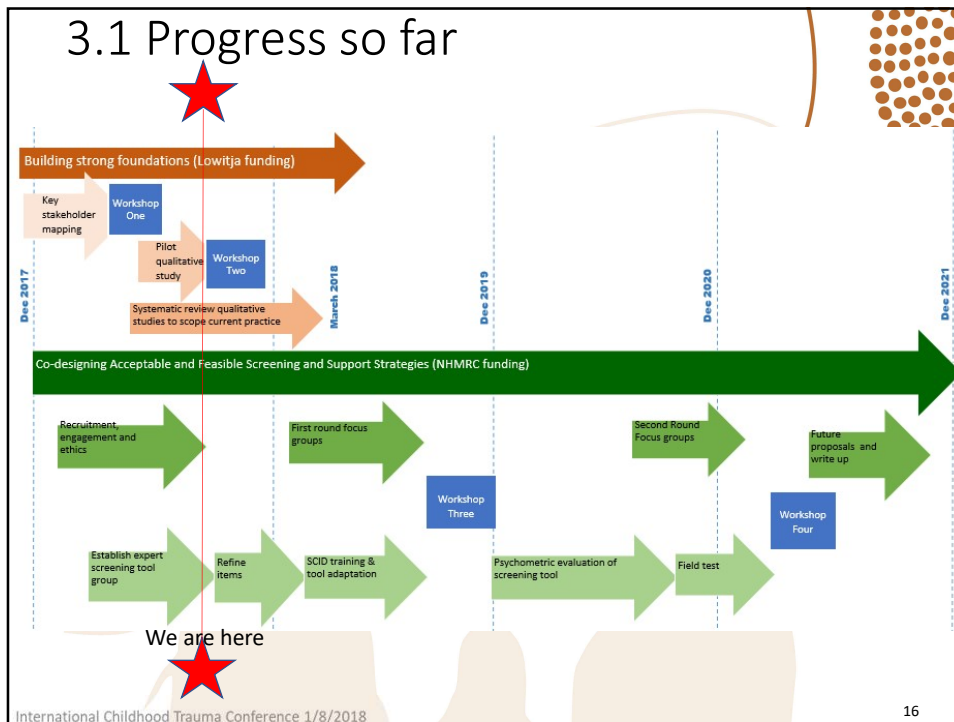
hpnf@Latrobe.edu.au



International Childhood Trauma Conference 1/8/2018

15

3.1 Progress so far



International Childhood Trauma Conference 1/8/2018

16

3.2 Workshop 1 summary: Evidence and goals

1. **Scoping review of evidence of 55 studies involving parents**
2. **Discussion on goals**

Most important aspects of the project:

- Being involved with an Aboriginal-led CBPAR project
- 'Making a difference', hope and opportunities for healing
- Creating clear evidence-based tools and resources
- Embedding culture in strategies and incorporating Aboriginal and Torres Strait Islander knowledge
- Better outcomes for kids

Concerns about:

- Risks of screening, negative diagnostic and triggering punitive child protection responses.
- Need to 'care for the carers', provide 'holistic' care and consider different needs of different age groups.



International Childhood Trauma Conference 1/8/2018

17

3.3 Workshop 1: Cultural and emotional safety

- Appropriate and open communication
- Reciprocity, collaboration and unity
- Flexibility and open to change
- Participating, learning and recognising community expertise and needs
- Attendees want to be heard and be valued
- Guidelines, leadership and commitment to achieve goals and outcomes



Image source:
<http://www.supportingcarers.snaicc.org.au/connecting-to-culture/cultural-safety/>

International Childhood Trauma Conference 1/8/2018

18

3.3 Workshop 1: Context



International Childhood Trauma Conference 1/8/2018

19

Summary

1. Complex intergenerational trauma particularly affects Aboriginal communities but perinatal period offers unique life-course opportunity for healing.
2. This Aboriginal-led formative process-orientated CBPAR project aims to develop perinatal strategies to increase awareness (trauma-informed care), recognise, assess and support Aboriginal parents who have experienced complex childhood trauma.
3. Early days for this project

International Childhood Trauma Conference 1/8/2018

20

Questions? Comments? Advice?



Cultures Child, Ink on paper, 2018 © Shawana Andrews

A father, mother and child wearing possum skin cloaks sitting by a myrnong daisy, the father holds the stem and looks to the daisy as it holds history and knowledge of the ancestors, this gives him strength. The mother holds a newborn and rests against the stem, it supports her. Mother and father are on different sides of the stem representing their different paths and roles in caring and nurturing for children. The daisy is in flower but also has a new bud and speaks of future generations and continuity. The stones below represent a strong foundation of many generations and the stitching on the cloaks represent the relational connectedness of Aboriginal people and worldview. The mother's hair blows in the wind, representing change.

International Childhood Trauma Conference 1/8/2018

21

Thankyou



Image source: <http://www.sbs.com.au/nitv/article/2015/10/27/child-removals-continue-rise-trauma-perpetuates-says-social-worker>

Contact: hpnf@Latrobe.edu.au