



## PEER REFLECTION GUIDE

Reflecting as a group allows for sharing of different perspectives, consideration of assumptions and biases, can provide emotional containment and promote team cohesiveness. Using open, exploratory questions helps reflection on practice, supporting socially constructed learning via sharing of knowledge and experiences.

### Trauma-informed practice

We are all impacted by our past experiences, which can have a lasting effect on the way we view and experience the world. Recognition of past experiences can play a critical role in supporting in safety and wellbeing. To help trauma survivors we need to listen to them much more carefully, as active partners in creating personal, organisational and societal change.

Understanding how complex trauma affects people is vital to building practitioner's confidence in applying trauma-informed approaches in their work with people, whilst understanding where their limits lie.



#### Supporting resources:

- > [Experts by experience at The Bridge - Trauma-informed practice: Audio resources](#)
- > [Embedding trauma-informed approaches in adult social care: Frontline briefing](#)



## Facilitator notes:

1. Identify a suitable time with your team/group for this learning opportunity.
2. Decide whether you are meeting virtually or in-person. If in-person, ensure you have the means to play a video or podcast from the Research in Practice website.
3. **Log in** to your Research in Practice account. If you don't have one you can set one up [here](#).
4. Ahead of time review the resource below and plan how you might frame the opening of the session.
5. Using **Embedding trauma-informed approaches in adult social care: Frontline briefing**. Ask the group to read pages 4-8 which define trauma and discuss its impact:
6. Ask your team/group to reflect on the key messages from this. Use the reflection prompts below the chosen video to stimulate discussion.
  - How could you use this understanding of trauma to find effective ways to engage with people affected by trauma?
  - How can you advocate for people affected by trauma as part of your role, so that their behaviours are understood in the context of the trauma that they have experienced?
7. Using **Embedding trauma-informed approaches in adult social care: Frontline briefing**. Ask the group to read pages 9-10.
8. Ask your team/group to reflect on the key messages from this. Use the reflection prompts below the chosen video to stimulate discussion.
  - Can you identify points in your policies and procedures that might re-traumatise people? What can you do to change these?
9. Ask everybody to make sure they have a Research in Practice account set up and remind them they can record their reflections on the landing page for the videos, so they have a record for CPD purposes (and can export these if needed).
10. Share the preceding page and the links to the other resources with the team/group. Ask them to select a resource that is relevant to someone they are supporting and to reflect on how they might put the learning into practice. Discuss this at your next supervision session.