

Forced Displacement and Mental Health

Mountain Plains Addiction Technology Transfer Center
Training Series



PART 1

Introduction

Center for Adjustment, Resilience & Recovery



Learning Objectives

Identify common pathways of forced displacement

Identify impacts of forced displacement on children, families and individuals

Describe approaches to services that support wellbeing

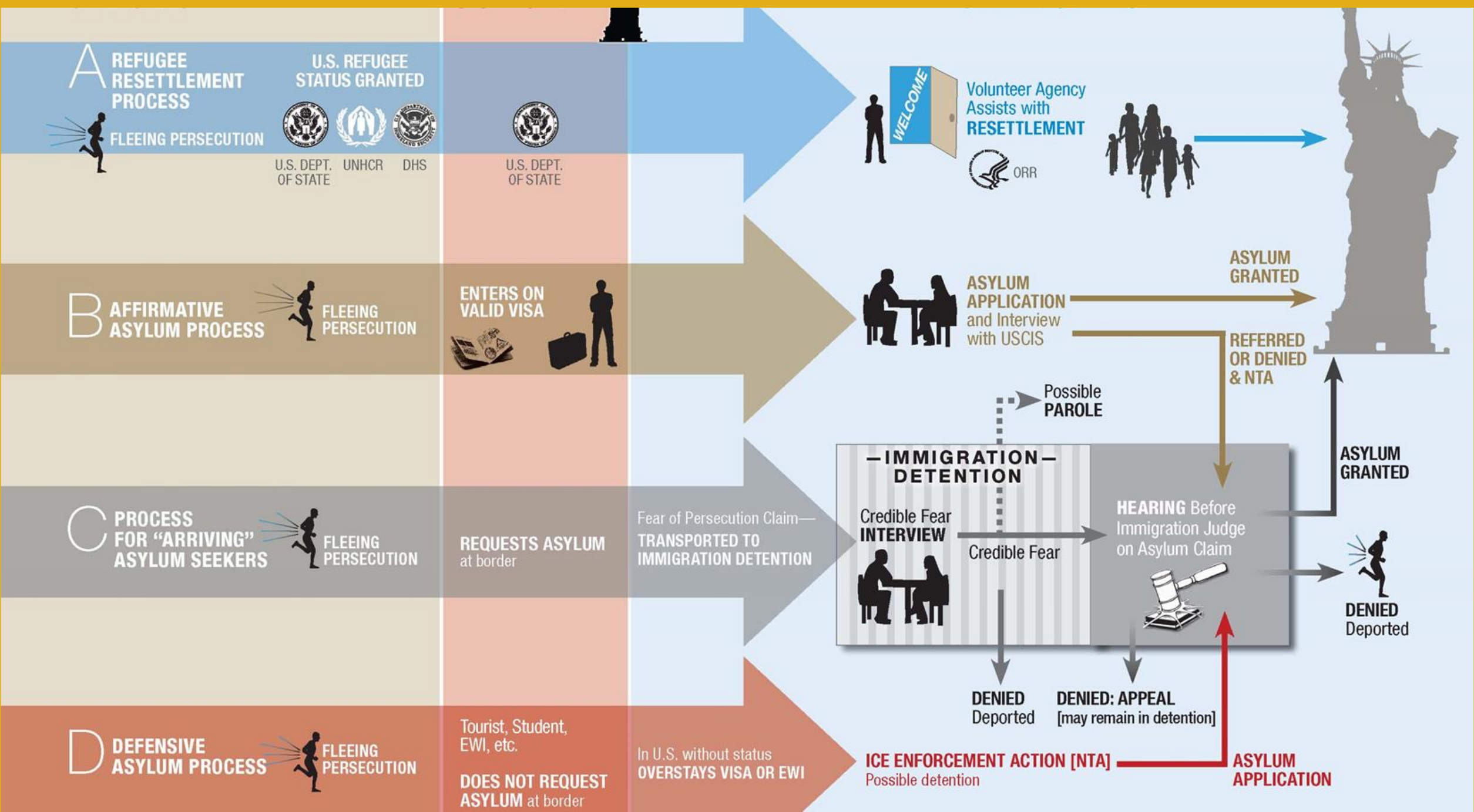
Forced Displacement



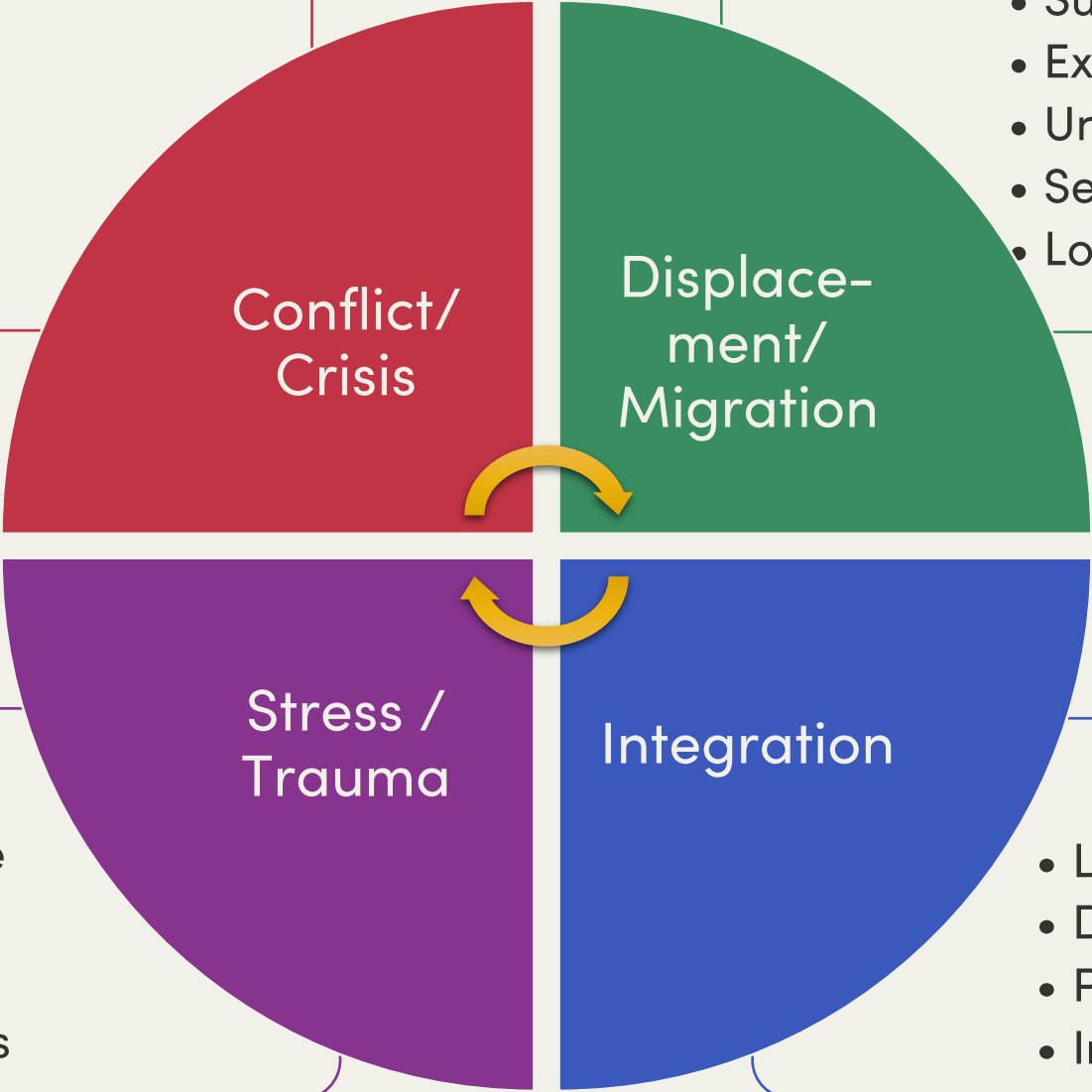
WHAT DOES IT MEAN TO BE A REFUGEE?



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- Oppression & persecution
- Violence
- Scarcity
- Forced separation



- Survival
- Exploitation
- Uncertainty
- Separation
- Loss of routine

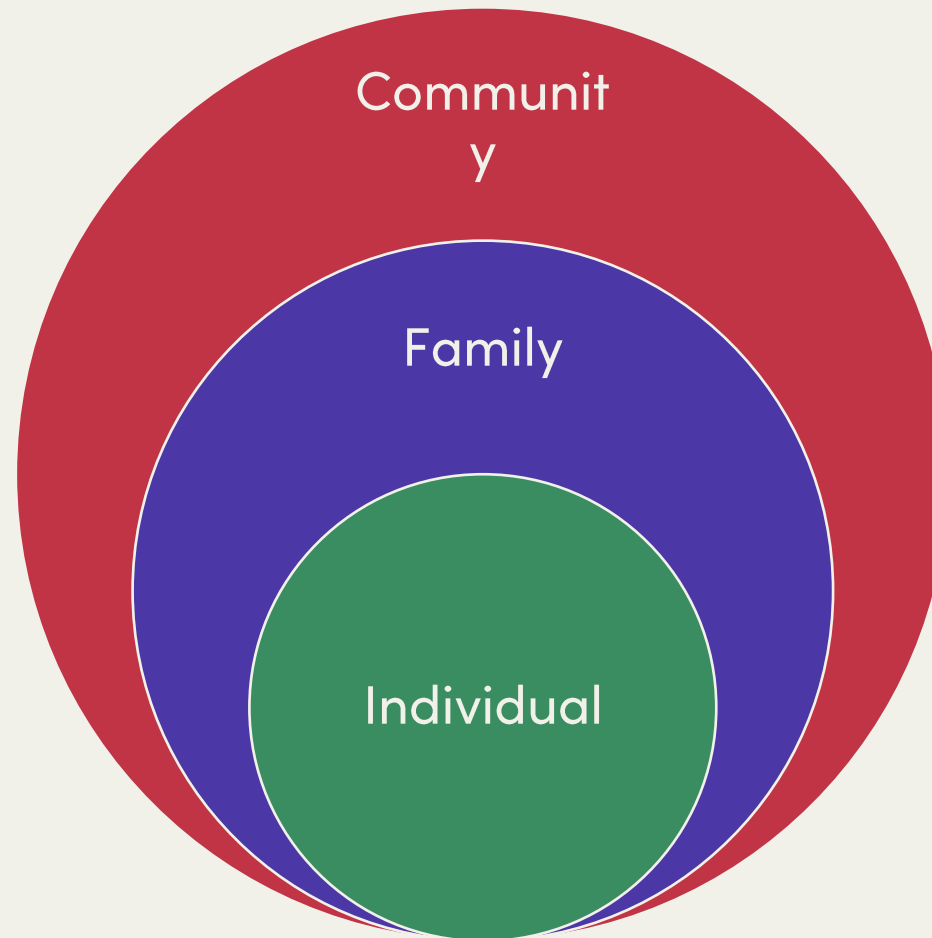
- Domestic violence
- Childhood abuse
- Illness and injury
- Accidents and loss

- Loss of role/ identity
- Disillusionment
- Poverty
- Increased expectations

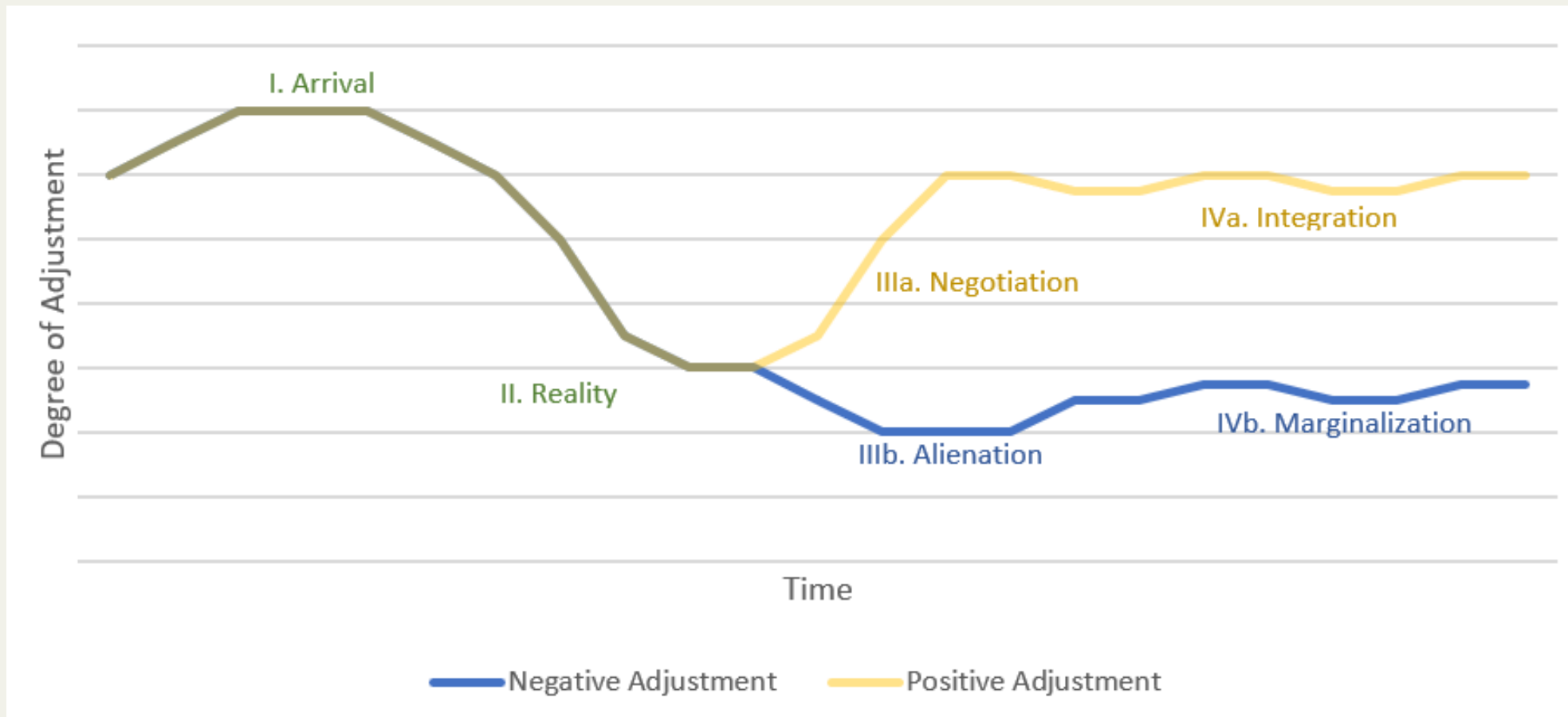
Forced Displacement & Distress

Impact Areas

- Physical
- Psychological
- Emotional
- Functional



Phases of Adjustment



Integration Challenges Across the Lifespan

Children and Youth

- Role reversal/ambiguity
- Child interprets for family
- Inadequate educational preparation
- Peer pressure

Adults

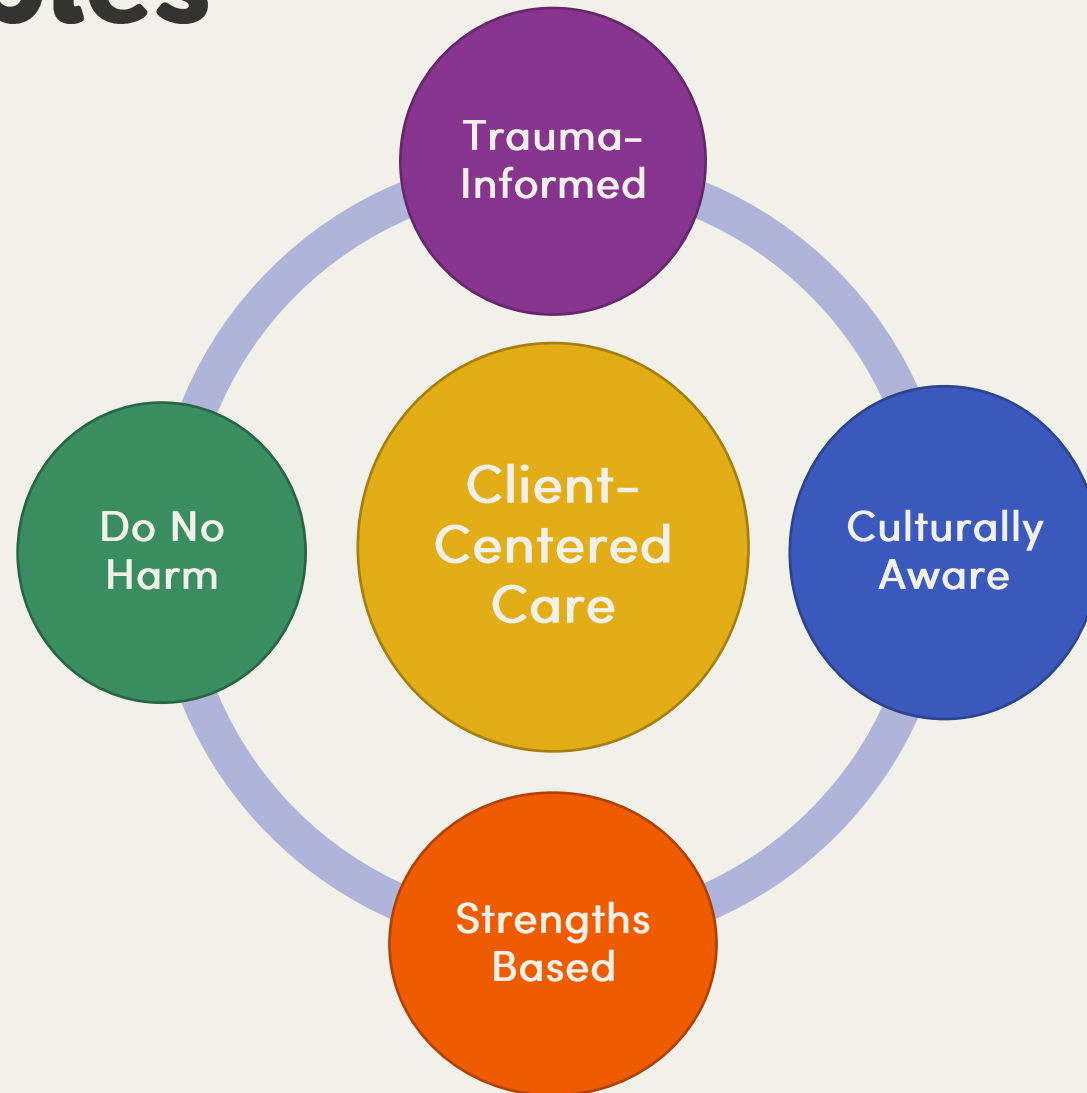
- Gender and family role shifts
- Lower social status in new country
- Pressure to work
- Language acquisition

Elders

- Loss of independence and support system
- More losses and fewer gains than their younger counterparts
- Difficult language acquisition
- Status shift

Common Approaches

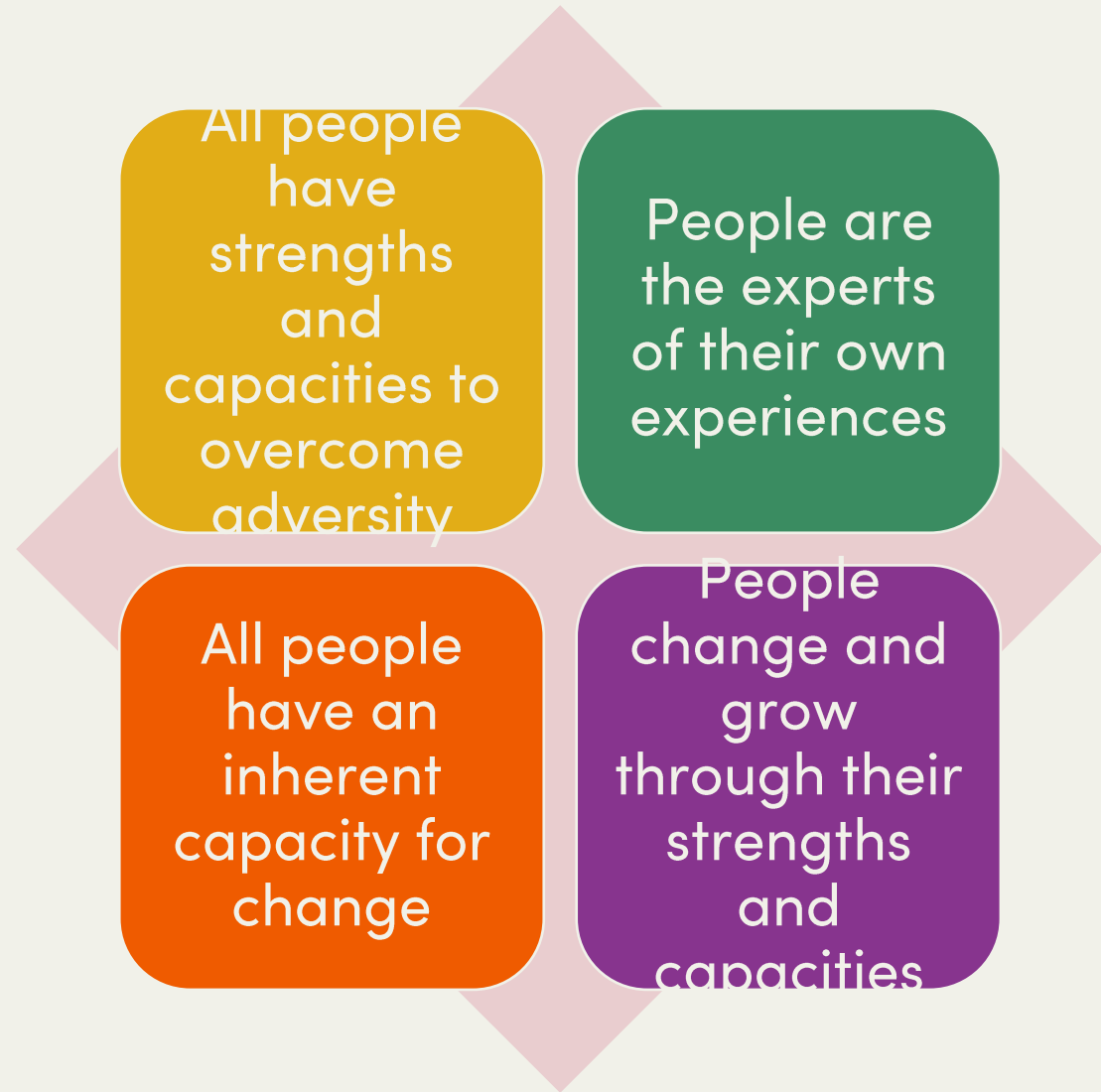
Key Principles



Client Centered



Strengths-Based Approach



Strengths Based

Survival	Support	Exception	Possibility	Esteem
What has helped you endure this difficult time?	Who can you turn to when you need support?	What is something that you don't have right now, that you would like regain?	What are your hopes right now for you/your children?	When people say good things about you, what are they likely to say?
How have you managed to survive so far?	Who can you depend on?	Are there things that you feel are special/unique about you/your family/your children?	What are some things you like to do?	What gives you a sense of pride?

Culturally Appropriate

Humility

- Where you start
- Interpersonal stance that is open and other oriented;
- Approaches topics curiously and humbly;
- Practices honest reflection and adjusts practices accordingly.

Awareness

- What you need to know to be able to be effective, equitable and ethical;
- Aware of own identities;
- Accepts one's own knowledge is limited.

Responsiveness

- What you need to do to change your practice in response to both humility and awareness;
- Additional learning investments;
- Restructuring processes.

Case Example

Belita is a 35-year-old woman who resettled from the Democratic Republic of Congo nearly a year ago. She arrived with her husband Amuri and their four children: two daughters, Grace and Akina ages 8 and 4 and two sons, Amuri Jr. and Joseph ages 6 and 1 month. The family is very involved with a local church and Amuri has a steady job at a local factory, though he works long hours. The three older children are enrolled in school and are adjusting to their new schools, though teachers have expressed some concerns about Grace being bullied at school. Belita has met with the school to explore interventions including mental health services to support Grace.

Trauma

Introduction to Trauma-Informed Care

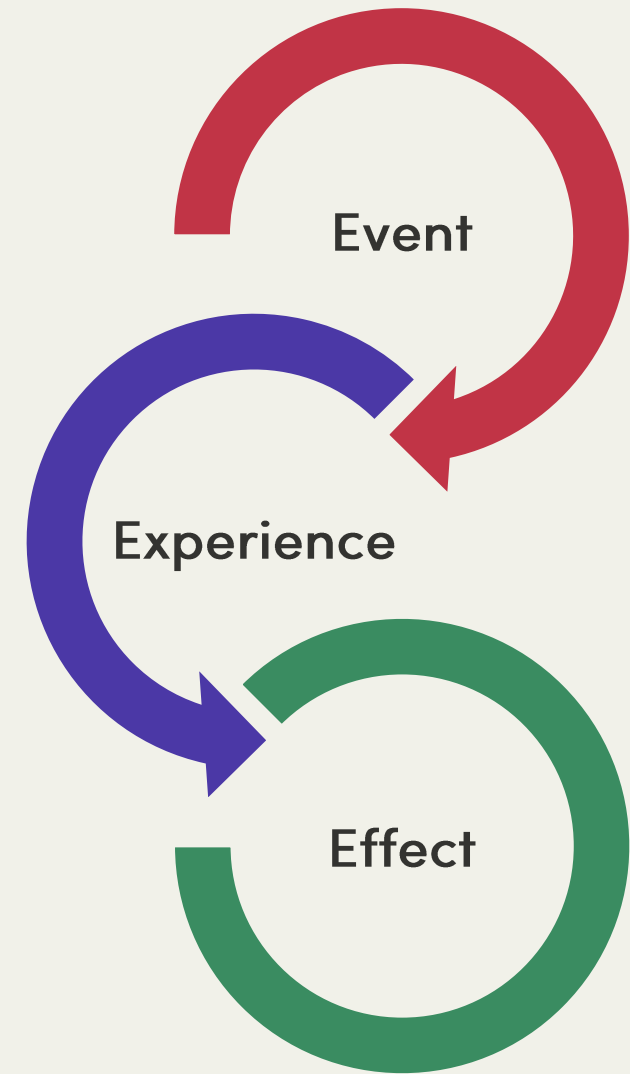
What do you think?

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Understanding Trauma

- Common elements of traumatic experiences:
 - Extremely distressing, frightening, or life-threatening
 - Outside of what would be considered “ordinary” or “normal”
 - Often results in feeling overwhelmed, helpless, or out of control or at someone else’s control
 - Negative physical, emotional, psychological, and/or spiritual impacts



Let's go back to Mentimeter

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Principles of Trauma-Informed Care

Adapted from the Substance Abuse and Mental Health Administration (SAMHSA), "Concept of Trauma and Guidance for a Trauma-Informed Approach"



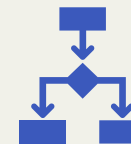
Safety



Trustworthiness
and
Transparency



Mutual
Collaboration



Choice



Empowerment

Trauma Informed Care

Safety	Transparency & Trustworthiness	Choice	Collaboration and Mutuality	Empowerment
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Considering cultural, gender, historical issues

Spiritual safety	Information sharing	Client's voice	Respect for lived experience	Strengths-based
Non-judgmental atmosphere	Appropriate boundaries	Client's definition of what's meaningful	Respect client is best reporter for self and family	Clients know their rights and are encouraged to use them
"Do No Harm"	Clear steps, tasks, and time frames	Client's timeline	Building a shared understanding	Identifying what clients can do for themselves

Case Example

On your next visit you meet with Belita and she explains that she is stressed because she keeps missing medical appointments for herself and her newborn, Joseph, due to unreliable bus schedules and not having good interpretation at the appointments.

Belita says again that she is very stressed and that she has been having a hard time sleeping at night and is overwhelmed with keeping up with meeting the needs of her family. She explains that she has been taking some of her husband's medicine to help her sleep at night, but she is running out and needs to find a place to get more.

Questions?

Thank You!



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