

Changemakers: Creativity and Value Creation 2

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Aims

- To develop the concepts and practice of creativity and value creation for the development of innovative, aspiring and progressive solutions

Learning Outcomes

Upon the successful completion of this module, the student should be able to:

- Demonstrate knowledge and critical understanding of innovation, creativity and enterprising mindset, recognising the values and the contribution creativity makes to the common good.
- Conceive, articulate and apply creative thinking within a work-based or academic context to develop novel solutions and/or value creation.

Happy National:

- Observe the Weather Day
- St. Dwynwen's Day
- National Florida Day
- Burns Night
- National IV Nurse Day
- National Fish Taco Day
- National Opposite Day
- National Irish Coffee Day
- A Room of One's Own Day
- Snow Sculpting Week (Mon 23rd Jan – Wed 1st Feb)
- Week of Prayer for Christian Unity (Sun 15th Jan – Wed 25th Jan)

Science



How to exercise creativity

WHAT KILLS BUGS FAST?



How to exercise creativity



DOG



All for our greater Well-being

- By being creative we are literally changing our brains
- Research Suggests that when you express creativity, you will experience grater wellbeing and happiness.
- There is a boost in positive emotions and a reduction in negative emotions
- Bringing about a greater overall happiness



£800,000

"RAPID RESEARCH PROJECTS 'TO
TACKLE NHS WINTER CRISIS
USING AI"

Research

- Article in the 'Wandsworth Times' drew my attention to:
- 'NHS Winter pressures could be addressed by research harnessing big data, machine learning and artificial intelligence'.
- <https://www.wandsworthguardian.co.uk/news/national/23267717.800-000-rapid-research-projects-to-help-tackle-nhs-winter-crisis-using-ai/>

This lead to...

- Health Data Research UK (HDR UK)
- National Institute for Health and Care Research (NIHR) (Funding)
- HDR UK is an independent, registered charity supported by 10 funders, working across 31 locations within the UK.
- Our mission is to unite the UK's health and care data to enable discoveries that improve people's lives. We do this by uniting, improving and using health and care data as one national institute.
- <https://www.hdr.uk/about-us/what-we-do/>

This lead to...

- <https://www.hdr.uk.ac.uk/funding-opportunities/rapid-funding-winter-pressure/>
- <https://www.journalslibrary.nihr.ac.uk/#/>
- National Institute for Health and Care Research
- <https://www.nihr.ac.uk/>

Caution

- The following slides will have a focus of Trauma
- Please be aware that should you be affected by anything that we discuss, support is available for you:
 - UWTSD Support Services
 - <https://www.uwtsd.ac.uk/student-services/>



Social Research Association

- Emilie Smeaton
- 20 years experience as a social researcher in trauma and trauma-informed practice (TIP)
- <https://the-sra.org.uk/SRA/SRA/Blog/Trauma%20and%20trauma-informed%20researchers.aspx#:~:text=Trauma%2Dinformed%20practice%20recognises%20that,or%20a%20programme%20of%20work.>
- <https://the-sra.org.uk/SRA/SRA/About/About.aspx?hkey=3094d216-f6ea-412b-8a28-42087d2929b5>

Trauma

- Social research can directly focus upon traumatic experiences and events or upon issues that are not knowingly addressing trauma but include research participants who have experienced trauma. Social researchers are, through the research process, likely to have contact with survivors of trauma.
- A lack of understanding of trauma, and that certain behaviours and/or responses can be an attempt to cope with trauma, can lead to a misunderstanding of individuals, their actions and reactions. A failure to work in a trauma-informed way can inadvertently lead to re-traumatisation of a trauma survivor or vicarious trauma in the researcher.
- This points to the importance of trauma-informed researchers who do not have to be experts in trauma but are able to look through the lens of trauma and implement trauma-informed practice in interactions with research participants.

(Smeaton, 2022)

- Trauma results from an actual or perceived threat to life or physical and/or psychological integrity that overwhelms an individual's coping mechanisms.
- Trauma has 'lasting adverse effects on the individual's functioning and mental, physical, social, emotional or spiritual well-being' (SAMHSA, 2014, p.7) and violates physical and emotional safety.
- Trauma imprints upon an individual's brain, mind and body, negatively affecting how individuals view themselves and the world around them (Van Der Kolk, 2015).
- The traumatic incident may be a single incident or traumatic experiences can be numerous and take place over extended periods of time. Traumatic events include:
 - violent assault
 - robbery
 - kidnapping
 - sexual violence
 - all forms of child abuse
 - torture
 - violent death of a significant other
 - accidents including fire, war and natural disasters

(Smeaton, 2022)

- Something that is traumatic for one person may not be traumatic for another. The impact of a potentially traumatic event is determined by the objective nature of an event and an individual's subjective response to the event.
- While trauma can present differently in individuals, common presentations of trauma include:
 - talking about intense or harmful experiences with no feeling
 - showing no emotion
 - appearing disinterested
 - lacking in concentration
 - appearing anxious
 - being restless
 - being on edge
 - anger
- Trauma can be triggered by sound, smell, visuals, taste, physical sensations, significant dates, stressful events, behaviours, thoughts and unexpected situations.

(Smeaton, 2022)

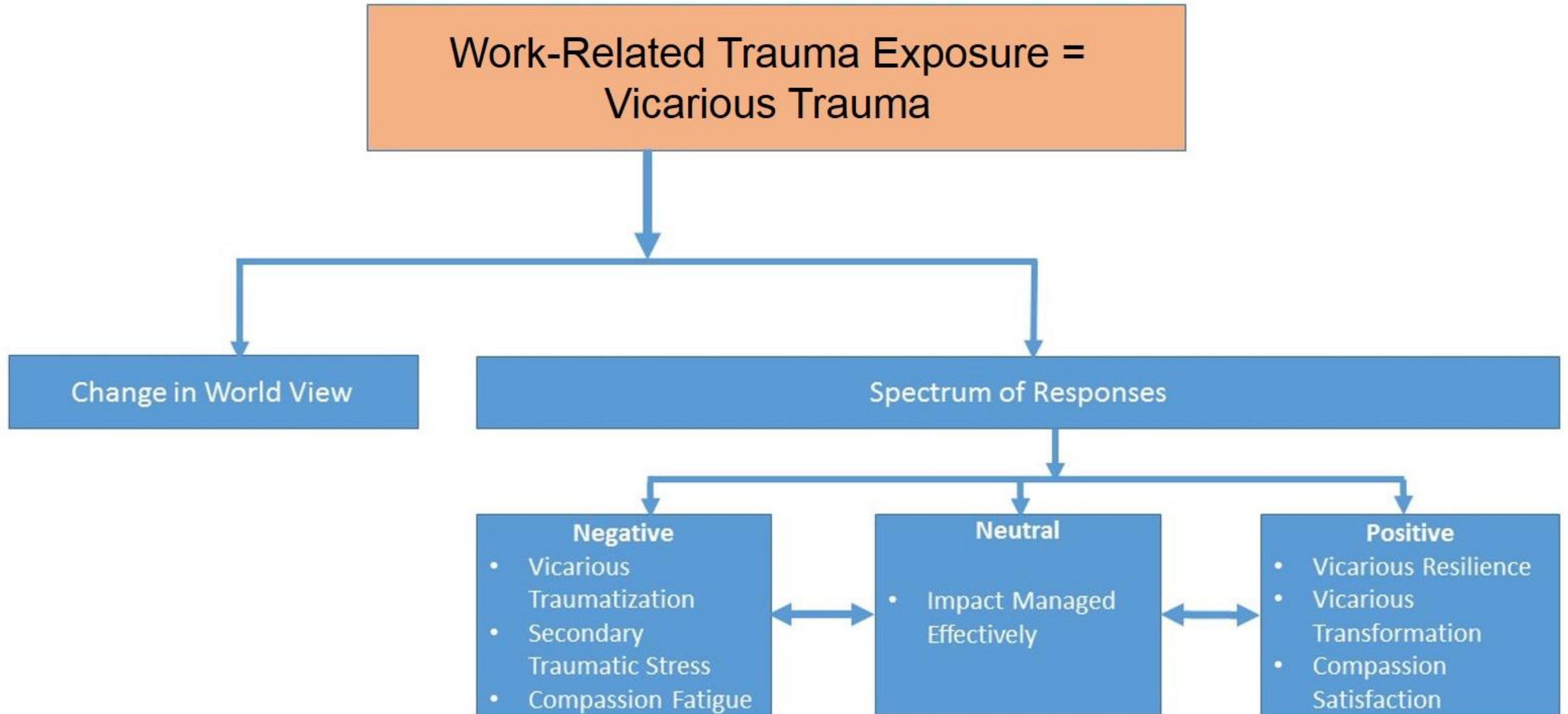
Vicarious Trauma

- Social researchers are often required to build trust and empathy with research participants to allow them to feel safe and able to share their experiences and views.
- When undertaking research, social researchers may hear numerous accounts of traumatic experiences and witness the emotional response of trauma survivors.
- This can have an impact upon researchers and their work.
- Vicarious trauma takes place in the self as a result of empathic engagement with traumatised individuals and reports of their traumatic experiences.
- Writing about the impact upon therapists of exposure to their client's trauma, Perlman and Maclan described how vicarious trauma can be defined as 'the negative effects of caring about and caring for others' (Perlman and Maclan 1995. 31).

(Smeaton, 2022)

- Symptoms of vicarious trauma include:
 - increased absenteeism
 - increased illness or fatigue
 - reduced motivation
 - lowered self-esteem and sense of work competence
 - loss of sense of control over work and life in general
 - difficulties with boundaries
 - reduced productivity

Vicarious Trauma Toolkit Model



How does that link to creativity and innovation?

- Researchers can prevent and manage vicarious trauma through self-care and self-protection by:
 - ensuring a balance between work, rest and socialising with family and friends
 - transforming negative aspects of work into connection by creating meaning in activities and challenging negative beliefs
 - participating in building communities with others (Saakvitne *et al.*, 2000)

- Trippany *et al.*, (2004) recommends promoting personal tolerance by connecting to emotions through journal writing, emotional support from others and personal counselling.
- At the organisational level, social research organisations and institutions can promote a culture of safety, empowerment, transparency and choice.
- Ensuring supportive working environments should both reduce the risk of re-traumatisation for trauma survivors and prevent vicarious trauma in researchers.
- Social research institutions and organisations can also provide training about trauma and trauma-informed practice to equip researchers to look through the lens of trauma in their work and to be able to provide quality supervision to other researchers.
- Van Der Werwe and Hunt (2019) highlight the importance of ethics policies including provision for the care of trauma researchers and regular supervision alongside debriefing by a trauma therapist.



Trauma- Informed Practice (TIP)

Trauma-Informed Practice

- Trauma-informed practice recognises that individual's responses are a way of adapting and coping with symptoms of trauma.
- It requires understanding of the effects of trauma, recognising trauma triggers and trauma responses and integrating trauma-informed practice into professional conduct and/or a programme of work.
- **Trauma-informed practice asks 'what's happened to you?' rather than 'what's wrong with you?' (Levers 2012).**
- Trauma-informed practice is based upon strengths and upon the principles of safety, trustworthiness, choice, collaboration and empowerment alongside respect for diversity (Fallot and Harris 2009)

- Researchers can also incorporate these principles into research design, data collection, analysis and dissemination of research findings by, for example, co-producing with research participants to:
- shape the research purpose and approach and create the research questions; working with peer researchers; interpret findings; and disseminate research findings.

Concluding Comments

- To reduce the risk of re-traumatisation and ensure the wellbeing of researchers, social research organisations and institutions may like to reflect upon the extent to which they incorporate trauma-informed practice, where there may be gaps and what steps can be taken to ensure researchers and research processes are trauma-informed. This can be done through consideration of:
 - organisational policies and procedures
 - training and trauma-informed supervision for researchers
 - research processes and research design , including approaches to ethics
 - guidelines for how social researchers interact with and include research participants in a way that ensures safety and empowerment.



Adverse Childhood Experiences (ACES)

LAURA JENKINS 2022

TODAY WE WILL EXPLORE:

Introduction to ACES

What are the 10 ACES?

How do ACES affect adults?

Consequences of ACES

Preventing Consequences of ACES

Introduction

- ACEs are traumatic events that occur before a child reaches the age of 18.
- ACEs include all types of abuse and neglect, such as parental substance use, incarceration, and domestic violence.
- ACEs can also include situations that may cause trauma for a child, such as having a parent with a mental illness or being part of a family going through a divorce.

(Child Welfare Information Gateway, 2022)





The 10 Adverse Childhood experiences

1. PHYSICAL ABUSE
2. SEXUAL ABUSE
3. EMOTIONAL ABUSE
4. PHYSICAL NEGLECT
5. EMOTIONAL NEGLECT
6. MENTAL ILLNESS
7. INCARCERATED RELATIVE
8. MOTHER TREATED VIOLENTLY
9. SUBSTANCE USE
10. DIVORCE

ACE's

- Many children experience abuse and neglect when growing up.
- These experiences can have a lasting impact on a person's health and well-being.
- Therefore, it's essential to consider how their upbringing can affect them throughout their lifespan.



Physical abuse

- Physical abuse is non-accidental harm.
- It includes injuries like bruises, lesions, or fractures.
- People cause these injuries by hitting, punching, kicking, shaking, beating, burning, throwing, or stabbing



SEXUAL ABUSE

- Sexual abuse is sexual behavior with a child or sexual exploitation of a child.
- This abuse also includes indecent exposure and using a child in prostitution or pornography.



EMOTIONAL ABUSE

- Emotional abuse is behavior that interferes with a child's mental health. This type of abuse includes verbal abuse, mental abuse, and psychological maltreatment.
- Emotional abuse can be many things, including:
 - Belittling
 - Rejecting
 - Ridiculing
 - Blaming
 - Threatening
 - Isolating
 - Restricting social interactions
 - Denying the child an emotional response
 - Purposely not talking to the child for extended periods



PHYSICAL NEGLECT

- Physical neglect is failing to provide for the child's basic needs.
- This neglect includes not providing food, clothing, shelter, or medical attention.
- It also includes a lack of supervision.



EMOTIONAL NEGLECT

- Emotional neglect is the failure to meet a child's emotional needs. Emotional neglect includes failing to provide social support or needed mental health treatment.
- This includes when a child's needs are ignored. An example would be if a baby cried, and no one tended to the child.



MENTAL ILLNESS

- Living with a relative with a mental health issue can have a significant impact on a child.
- Depending on their disorder, a parent may not take adequate care of the child.
- They also may fail to model appropriate behaviors for the child.



INCARCERATED RELATIVE

- Children with an incarcerated parent may grow up primarily in a single-parent household. Having an incarcerated parent is challenging for the parent who is home and the child.
- The child also may have trauma or feelings of abandonment. The absent parent also may have modelled inappropriate behaviors before imprisonment.



MOTHER TREATED VIOLENTLY

- Any violence in the home is traumatic. Witnessing violence toward the primary caregiver affects a child.
- This impact is because the mother typically is the primary caregiver.
- A child forms an attachment to her that tends to be stronger than with other family members.
- They rely on their mother to take care of them.
- Seeing her hurt, especially by another loved one, is traumatic.



SUBSTANCE USE

- Substance use in the home can lead to a variety of unsafe conditions for the child. Parents may not take care of the child properly.
- There also may be other abuse and domestic violence associated with substance use.



DIVORCE

- Divorce can impact children negatively. Some divorcing parents expose children to verbal or physical fighting. They also may ignore the child while working through their relationship issues. Some children feel they are to blame for the divorce.
- Custody fights may make the child feel unloved or pulled in different directions. In addition, the child could learn unhealthy communication and coping skills.

How ACE's Negatively Affect Adults:

The 10 ACEs can impact your health in adulthood, creating physical and emotional challenges.

Sometimes stress can be toxic, resulting in prolonged activation of the body's stress response. Staying in this fight-or-flight mode can lead to long-term physical and mental health issues.

Adults who don't properly cope with ACEs are at greater risk for chronic health problems like diabetes and heart disease. They are also at an increased risk for depression, anxiety, and impaired memory.

Toxic stress can lead to difficulty regulating emotions, including experiencing joy. It also can leave a person unable to understand how to respond to situations. There is also an increased likelihood that they will use substances, including alcohol, drugs, and nicotine.

Consequences of aces

There are many consequences of ACEs for adults. In addition to increased risk for mental and physical issues, some other effects are common

Discussion: Can you think of any consequences of ACES for adults?

Consequences

FALSE SELF

- Wounds from childhood trauma often result in the creation of a false self. For example, a child may alter their personality to try to get their parents' love. To become their authentic self as an adult, they must get in touch with their true feelings

VICTIMHOOD THINKING

- A victimized child may feel they have no choice but to be a victim in their adult life. It's not true. You have a choice in who you are as an adult. So instead, think of yourself as a survivor and use positive self-talk to combat negative thinking.

consequences

PASSIVE-AGGRESSIVENESS

- Children who grow up around unhealthy expressions of anger may feel they should never express anger. Anger is a healthy emotion. If you don't express it, you will stay angry. You must acknowledge anger so you can resolve its trigger. If you don't acknowledge anger, you will express these feelings as passive-aggressiveness.

PASSIVITY

- Neglected or abandoned children tend to hold themselves back. As a result, they end up passive, which does not allow them to live up to their potential. Adults need feelings to guide them toward becoming who they want to be.

Preventing consequences

ACEs can be detrimental to health throughout a person's life. Therefore, it's critical to prevent exposure to adverse childhood experiences. But ACEs are common, and people can't always avoid them.

It's best to provide a nurturing, safe, and stable environment for the child. It is also essential to teach children healthy ways to cope with adversity.

To help children cope with adversity, you can foster resilience in the child. In addition, you can help them understand their skills and have confidence in their abilities.

Preventing consequences

Connection with others and learning to contribute to others' well-being also can make a child more resilient.

Teaching them right from wrong can develop their character, and making their own decisions can give them a sense of control. Teaching the child various healthy coping skills will help them handle stress in their lives as they grow into healthy adults.



TASK

CREATE AN INFOGRAPHIC
EXPLAINING ACES TO
SOMEONE WHO HAS NOT
HEARD THE CONCEPT
BEFORE

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