

Immigration as a Source of Trauma

Kimberly I Fielding, EdD, LCSW

*Candlestick*network

Consultant

Specializing in Trauma Informed Care

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Immigration as a Source of Trauma

Objectives

- Define trauma
- Apply definition to diverse immigrants
- Utilize a case study
- Delineate risk factors
- Suggest protective factors and strategies for resiliency

Immigration as a Source of Trauma

Definitions – stress



Expectations
the IDEAL

Resources
the REAL

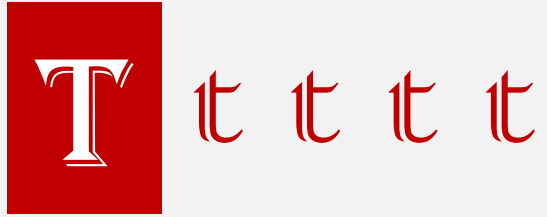
**The bigger the gap, the
bigger the stress**

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Definitions – trauma

<https://www.samhsa.gov/trauma-violence>

Event or series of events



Experienced

1st Hand

2nd Hand

3rd Hand



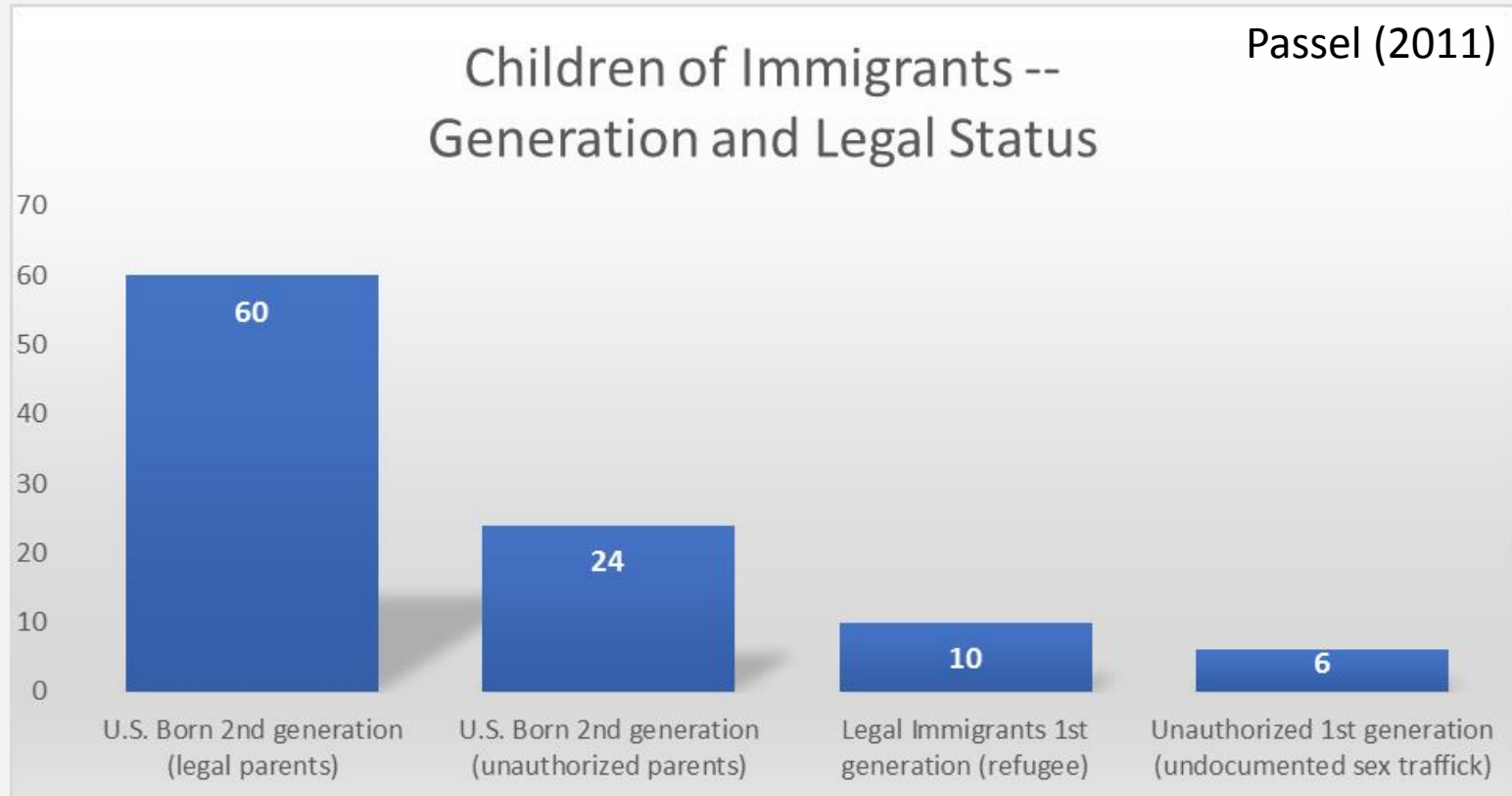
Effects

	BEFORE	AFTER
	Emotional	Emotional
	Cognitive	Cognitive
	Social	Social
	Spiritual	Spiritual
	Financial	Financial

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Application – to the diversity of immigrants

85% are U.S. born citizens with immigrant parents



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Application – to the diversity of immigrants

Change in destinations

Top Destinations 2009	Destinations with high percent changes
1. California	South Carolina – 132.1%
2. New York	North Carolina – 273.7%
3. Texas	Tennessee – 169%
4. Florida	Arkansas – 196.3%
5. New Jersey	Nevada – 202.0%
6. Illinois	Georgia – 273.7%

Adapted from Migration Policy Institute Data Hub, 2009

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Application – Expectations and Resources

Expectations	Resource Challenges
Protect – physical and emotional	Before, during, and after the journey abuses; over long periods of time and distances
Provide – physical and emotional	Poverty; food, water, medical; family and community relationships
Manage – cultural adjustments	Stress of resettlement; adults missing or threatened too; language, educational and development loss

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Application – Expectations and Resources

Events	Experiences	Effects
Acute and Chronic	To themselves – want, injury, grief, bullying	PTSD, anxiety, depression
Poverty, violence, persecution,	As witnesses – murder, rape, torture, bomb raids, attacks by soldiers	Basic trust Family connections Language losses Learning delays
Discrimination	As a community (consider historical trauma) – refugee camps, high poverty and crime areas	Developmental delays Survival mode Continued victimization

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Risk Factors –

- Migration Journeys
- Grief and Loss
- Acculturation Stress
- Illness – physical and mental
- Conflict – language, religion, race

See Morland, Birman, Dunn, Adkins, and Gardner

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Case Example https://www.ted.com/talks/tan_le_my_immigration_story



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Protective Factors – ***HOPE***

- Successes despite challenges
- Social belonging and connectedness
- Language brokering
- Valuing education as a pathway
- Conflict resolution skills
- Ethnic pride
- Larger sense of purpose

Morland, Birman, Dunn, Adkins, and Gardner continued

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Resiliency Strategies – ***HOPE***

- Establish safety and predictability
- Schools as core to community
- Share stories – learn cultures
- Focus on strengths
- Mentoring programs
- Collaboration of community programs
- Support biculturalism

Morland, Birman, Dunn, Adkins, and Gardner continued

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Le, Tan (2011). My immigration story. *TEDxWomen2011*. Retrieved from https://www.ted.com/talks/tan_le_my_immigration_story

Migration Policy Institute Data Hub, using U.S. Census Bureau (2009). *American Community Survey data*. Retrieved <http://www.migrationpolicy.org/programs/data-hub/state-immigration-data-profiles/>

Morland, L., Birman, D., Dunn, B. L., Adkins, M. A. & Gardner, L. (2013). Immigrant students. In Rossen, E. A. and Hull, R. V. (Eds.) *Supporting and educating traumatized students: A guide for school-based professionals* (pp. 51-71). NY: Oxford.

Passel, J. S. (2011). Demography of immigrant youth: Past, present, and future. *The Future of Children*, 21(1), 19-41.

Substance Abuse and Mental Health Services Administration. SAMHSA's Efforts to Address Trauma and Violence. See resources available from <https://www.samhsa.gov/trauma-violence>