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CBH

# Trauma-Sensitive Teaching: Karazin University Needs Assessment



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# RESEARCH OVERVIEW



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## Research Objectives:

- Assess the psychological safety of the learning environment
- Identify current trauma-sensitive practices in online teaching
- Compare student and faculty perspectives
- Inform institutional support programs

## Key Questions:

- How safe do participants feel?
- What support systems exist, and are they effective?
- Where are the gaps between student needs and faculty practices?

# METHODOLOGY

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## Survey Design

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5 core domains

5-point Likert scale (1-5)

Anonymous and confidential



## Participants

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Students: N = 40 respondents

Faculty: N = 24 respondents

Survey period: December 2025

# PARTICIPANT DEMOGRAPHICS



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**17–19 y.o.**

80%

**BACHELOR**

87,5%

**52.5%**

live in pre-  
front region

**FEMALE**

90%

**85%**

are or were  
displaced

**S | F**

**41-50 y.o.**

33.3%

**PhD**

75%

**11-20 years**

teaching experience, 37.5%

**70.8%**

live in pre-  
front region

**FEMALE**

87.5%

**ASSOCIATE  
PROFESSOR**

62.5%

**66.7%**

are or were  
displaced

# OVERALL COMPARISON



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	S	F
Safe and Supportive Environment	4.3	3.77
Interactions	4.11	4.51
Support & Resources	3.71	3.71
Educational Process	3.87	-
Emotional Regulation	3.22	3.11

1	Strongly Disagree	1.00-1.79
2	Disagree	1.80-2.59
3	Neutral	2.60-3.39
4	Agree	3.40-4.19
5	Strongly Agree	4.20-5.00

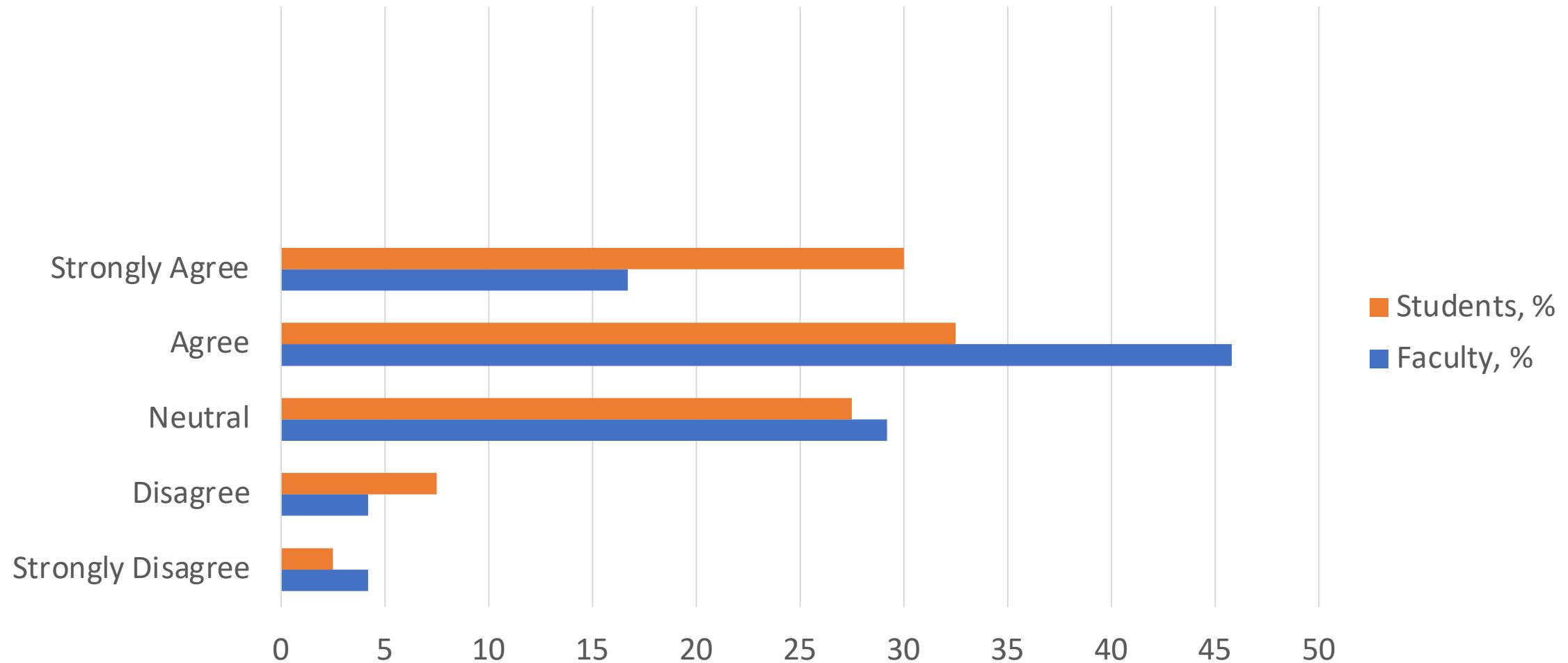
# KEY FINDINGS



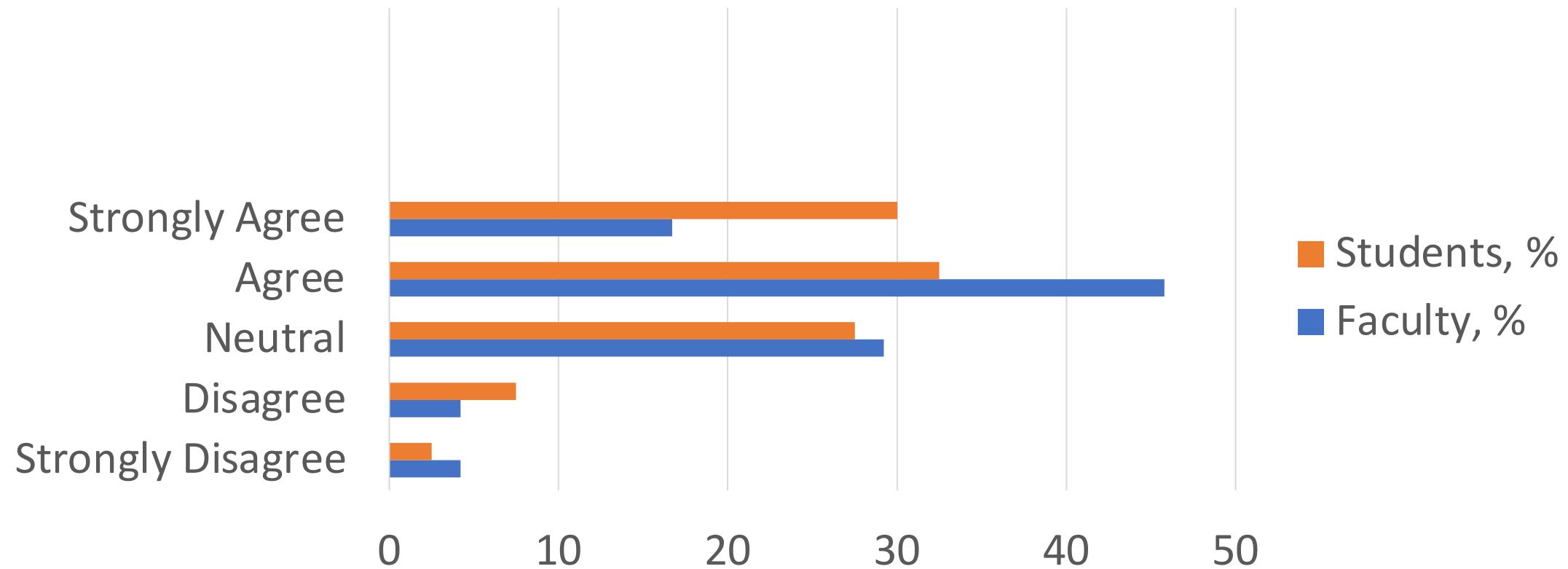
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## Difficulties



## Flexible Assessment Forms



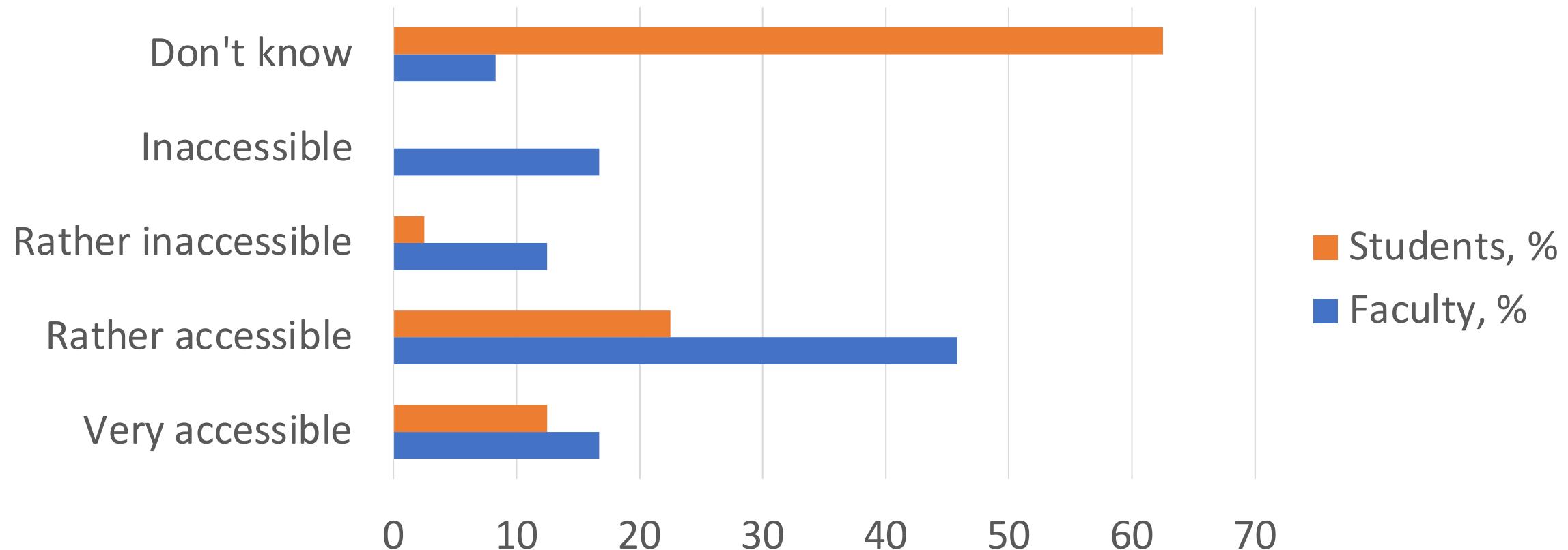
# KEY FINDINGS



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## Psychological Support



# KEY FINDINGS

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- Ss to understand that faculty are interested in them as individuals
- Ss and F getting support from the HEI when in a difficult situation
- Ss to be able to recognize signs of distress and online fatigue
- Ss and F learning the decompression techniques
- F learning referral to Tier 2 support procedure
- F getting enough support from the administration in implementing TSM
- F fighting the burnout from working with traumatized Ss



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# Thank you for your attention

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