**Trigger Warning Guidance for PGT courses**

Our goal within BSMS, is to foster a culture and environment in which students can attend and engage with all teaching, and manage any stress/emotion that comes with learning about difficult topics. Trigger, or content, warnings are not a substitute for support and therefore should be complemented with relavant signposting to support services, complemented with tutorial sessions.

**Possible themes that require trigger warnings:**

• Sexual Assault

• Abuse

• Child abuse

• Animal cruelty or animal death

• Self-harm and suicide

• Eating disorders and body hatred

• Violence

• Kidnapping and abduction

• Death or dying

• Pregnancy/Childbirth

• Miscarriages/Abortion

• Blood

• Mental illness and ableism

• Racism and racial slurs

• Sexism and misogyny

• Classism

• Hateful language directed at religious groups (e.g., Islamophobia, antisemitism)

• Transphobia and trans misogyny

• Homophobia and heterosexism

**General Principles**

* Students may find some topics particularly difficult and distressing, which may be due to current or previous personal experience, or as a response to the topic on the day without prior experience.
* Trigger/content warnings can be written or verbal usually delivered at the start of the course preferably in course/module handbook. Trigger/content warnings should not be routinely given. They can of course be used at the discretion of the teacher.

**Trigger Warning Procedures**

1. Issue a clear trigger or content warning either verbally or in writing in advance of the session.
2. In line with BSMS accessibility guidance, any materials due to be used in forthcoming sessions (lectures, tutorials) should be available to students in advance. This allows students to view upcoming content.
3. Opportunities should be provided for students to voice any concerns or address any discomfort prior to the lecture with appropriate signposting by the module team.
4. Module/course leads should have a mechanism for meeting students to discuss the issues after the activity or lecture. In this debrief,faculty should engage with student and actively listen to their concerns.
5. Following this debrief, students should be advised that they should contact the Student Advice Service if they are concerned about how certain topics may affect them (proactive action) or if they have been affected by issues raised in taught sessions or on placement (after action).

**Further reading:**

[**https://sites.lsa.umich.edu/inclusive-teaching-sandbox/wp-content/uploads/sites/853/2021/02/An-Introduction-to-Content-Warnings-and-Trigger-Warnings-Draft.pdf**](https://sites.lsa.umich.edu/inclusive-teaching-sandbox/wp-content/uploads/sites/853/2021/02/An-Introduction-to-Content-Warnings-and-Trigger-Warnings-Draft.pdf)

[**https://www.richmond.ac.uk/wp-content/uploads/2022/09/Guidance-on-content-warning-on-course-content.pdf**](https://www.richmond.ac.uk/wp-content/uploads/2022/09/Guidance-on-content-warning-on-course-content.pdf)

[**https://documents.manchester.ac.uk/display.aspx?DocID=59188**](https://documents.manchester.ac.uk/display.aspx?DocID=59188)