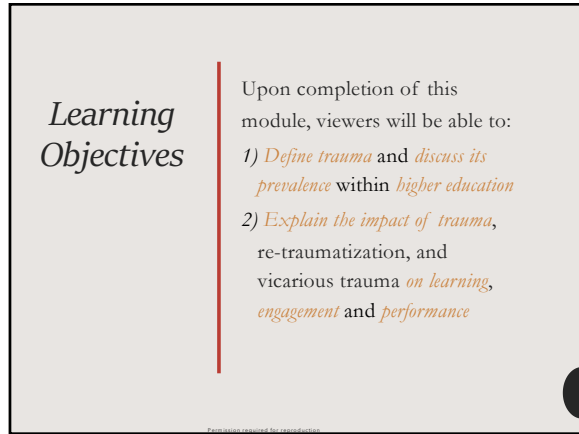
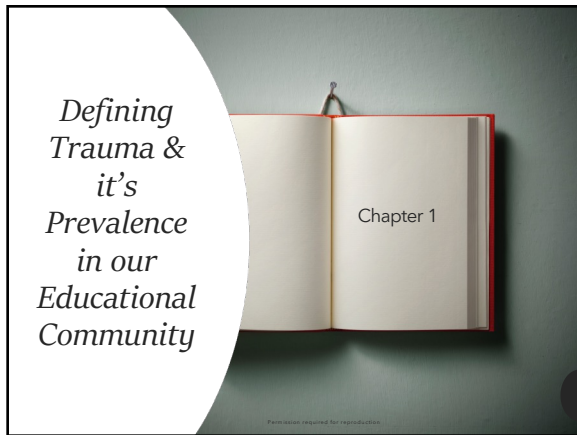




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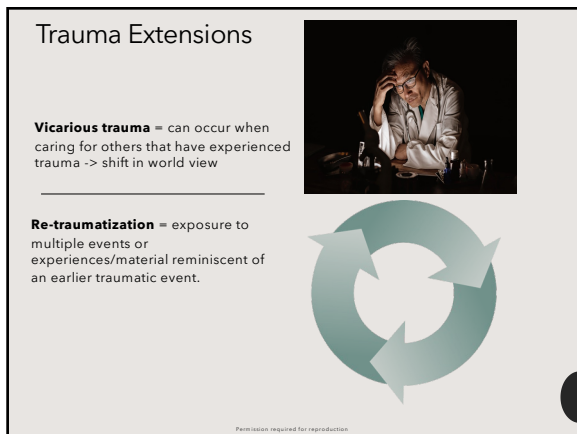
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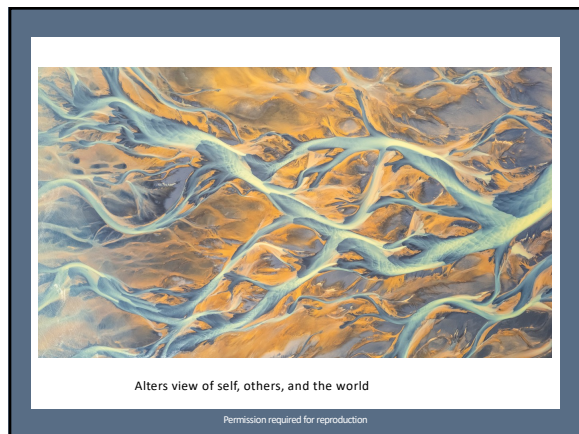
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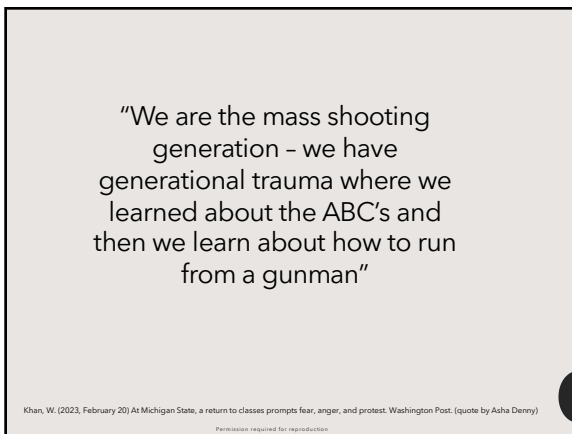
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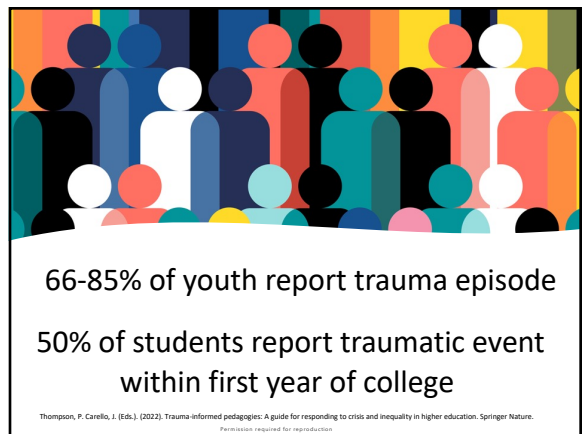
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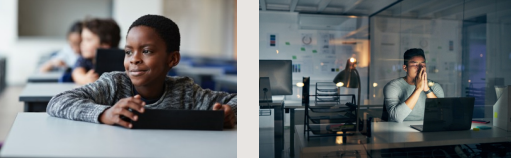


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Educational Lifespan




Racial/ethnic minorities, distinctly > risk for 4 or more ACEs

Re-traumatization in higher education often related to marginalized identity status



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Marginalization = Trauma



Exclusion Minimization Shaming

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What does this mean for your classroom?


https://www.youtube.com/watch?v=MCKz_eFK-Ww

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Trauma & Educational Programs Connection


Trauma → Career Choices



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Trauma & Training



“Exposure to traumatic events is an unavoidable part of medical practice. From the beginning of medical education when students first lay eyes on cadavers through their later years as practitioners, the very nature of medicine is to come closer to death and serious injury than the rest of society.”

Margaretson, J. C., Wain, J. C., & Evans, B. J. (2017). Work-Associated Trauma: A Review of Medical Students and Work-Related Research and Practice. *Journal of Professional Medical Ethics and Work-Based Learning*. 33(4).

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A first-year medical student Miranda Haslam was chatting with colleagues in the trauma bay when police burst through the doors carrying a young man riddled with gunshot wounds. "I stood against the wall, trying to stay out of the way, when I caught a glimpse of his face and realized he was little more than a boy...with six gunshot wounds in his chest and abdomen,"...Blood gushed onto the doctors' trauma gowns and pooled on the floor as surgeons discovered a bullet had torn through his left atrium, a literal shot through the heart. He was already gone.


Haslam noticed how different the body seemed compared to her cadaver from gross anatomy. "I thought about how this boy, young and healthy just moments before, ended up with a bullet hole in his heart," she says. The boy was one of three gunshot victims Haslam saw on her first day shadowing residents in the trauma bay. Haslam's only responsibility that day was to watch and learn. She didn't have to treat the patient, clean the body, or notify the boy's parents. Still, the scene stayed with her.

Adapted from: Paturel, A. (2019, August 13). When physicians are traumatized. AAMC. <https://www.aamc.org/news/when-physicians-are-traumatized>

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Trauma & Training



Many if not most, students enrolled in clinical training programs report experiences of *trauma, vicarious traumatization, and re-traumatization* within their education program

Vicarious trauma = can occur when caring for others that have experienced trauma -> shift in world view

Re-traumatization = exposure to multiple events or exposed to either experiences or material reminiscent of an earlier traumatic event.

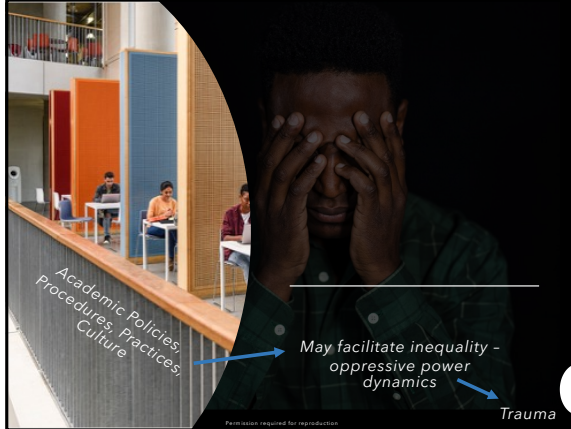
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Academic Policies, Procedures, Practices, Culture

May facilitate inequality - oppressive power dynamics

Trauma

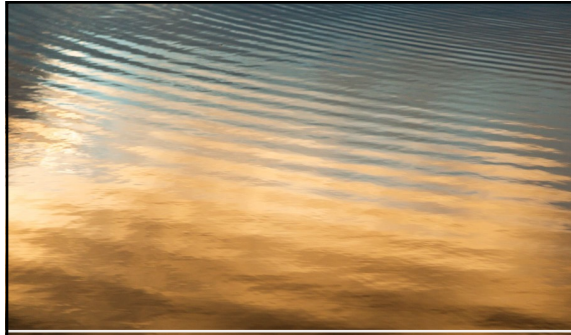
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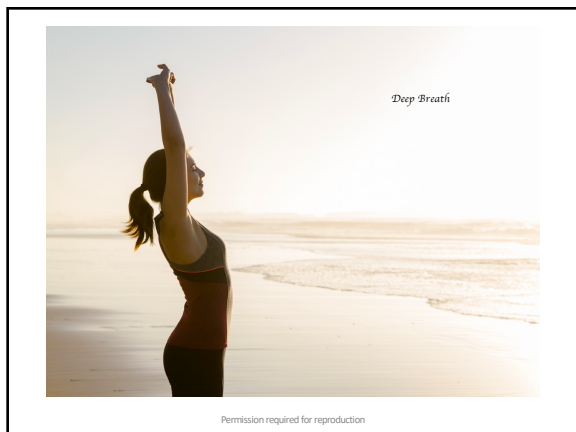


Reflection Moment

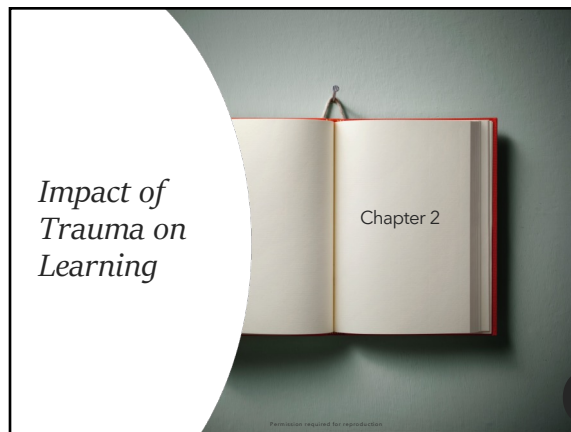
Is there anything that resonated with you or surprised you from what we discussed so far relative to your own teaching and learning experiences?

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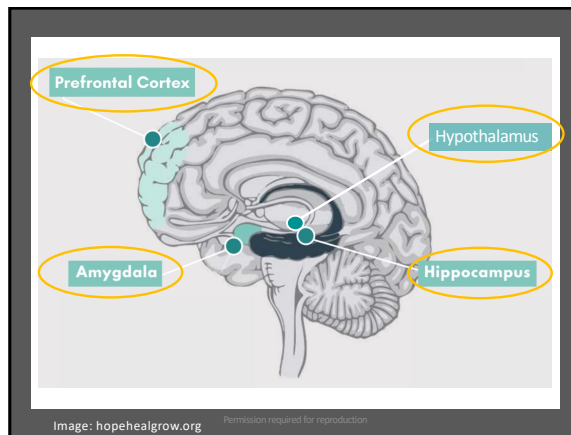
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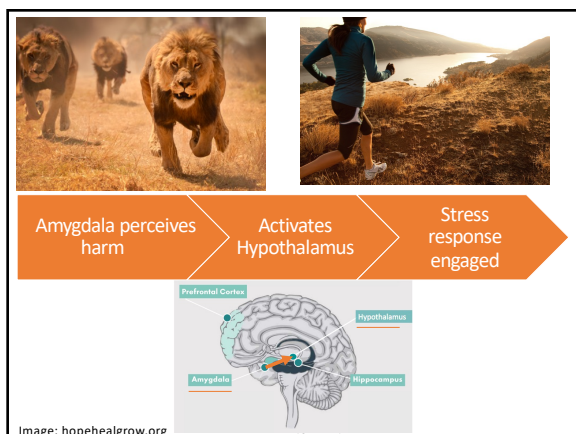
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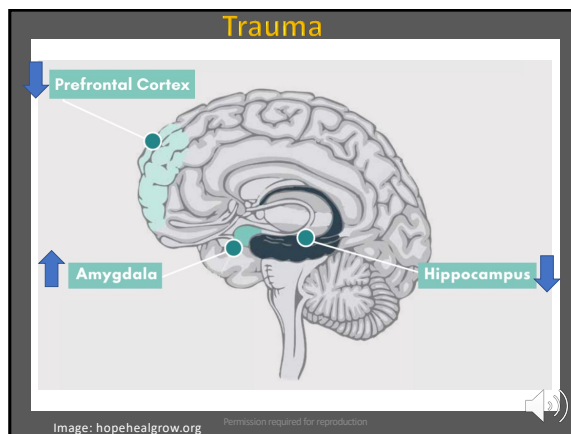
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Trauma Limits:

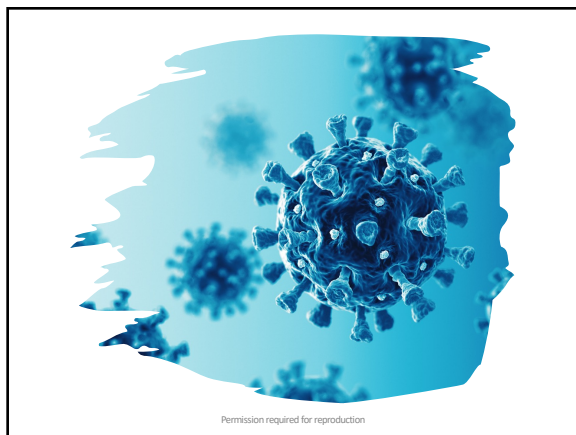
- Attention
- Cognition
- Access to higher order skills
- Interpersonal skills
- Self-regulation

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Sharing of Ideas

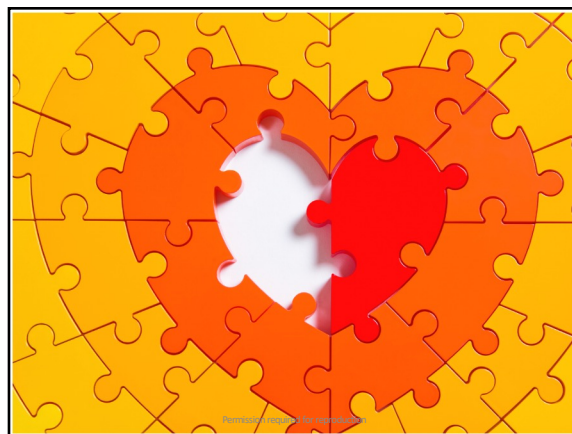
Any key take-away messages for you from today's material?
Any initial thoughts of how this information might influence your teaching practices?

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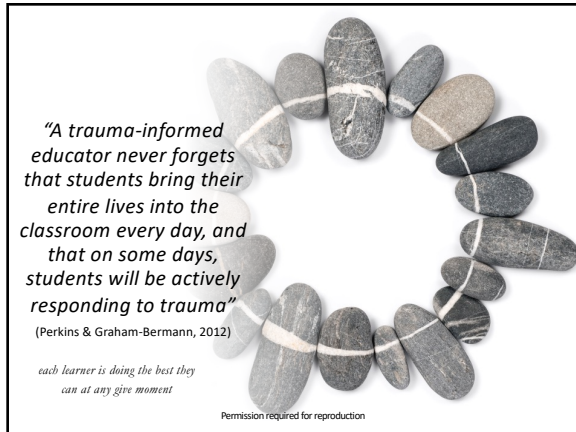
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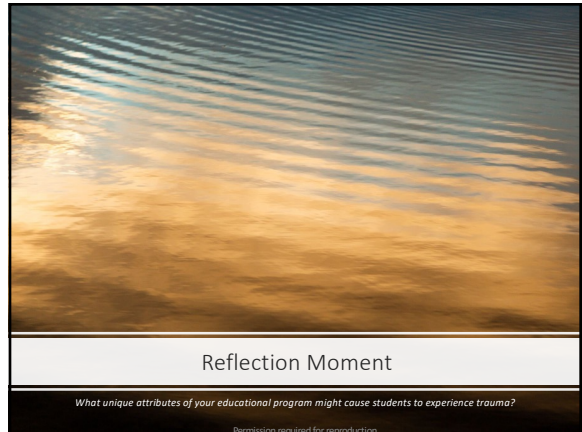
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