A Novel Virtual Workshop on Trauma-Informed Care for First Year Medical Students

Caroline Cheston1, Devon Rupley1, Sadie Elisseou2, Beth Barron1

1Columbia University Medical Center, New York, NY 2Harvard Medical School, Boston, MA

Introduction
Trauma – including physical, sexual, emotional abuse, and more – has a well-established impact on health outcomes, and may even lead to avoidance of care, as exams themselves may be triggering (e.g., closed-door rooms, disrobing)1,2. In the United States, nearly 90% of the population report 1+ traumatic exposures3.

Trauma-informed care (TIC) is an established paradigm that promotes safety, resilience, and healing, and helps prevent re-traumatization during medical care. Recently, TIC has gained momentum, in part due to events such as #MeToo.

Teaching Innovation
• As part of a longitudinal curriculum (Figure 1), this virtual session introduced TIC concepts and exam maneuvers to MS1s during the COVID-19 pandemic.
• Part 1: at-home lecture by TIC expert on concepts and physical exam (Figure 2)
• Part 2: virtual workshop
  • 2-hrs, 4 faculty & 35 students, offered 4x to reach all MS1s
  • Live Q&A with national TIC expert
  • Faculty-led breakout groups for discussion and practice of TIC communication skills (Figure 3)
• MS1s completed written reflection at next patient encounter

Teaching Innovation

Process

<table>
<thead>
<tr>
<th>Dec 2020</th>
<th>Jan-Mar 2021</th>
<th>Apr-Jun 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Built relationship with national TIC expert</td>
<td>Created 2-hr virtual workshop on TIC</td>
<td>Launched workshop with MS1 students</td>
</tr>
<tr>
<td>Mar 2021</td>
<td>Faculty dev. session with TIC expert</td>
<td></td>
</tr>
<tr>
<td>Spring 2021</td>
<td>Students completed written reflection at patient session</td>
<td></td>
</tr>
</tbody>
</table>

Figure 1. Trauma-Informed Care Longitudinal Curriculum Overview

Figure 2. TIC Thyroid Exam

Standard behind patient TIC next to patient

Pt cannot see provider Remains in pt’s sight

Figure 3. Edit the Phrase, Breakout Room Activity

Overview
• Students are provided a patient one-liner
• 2-mins to rewrite the phrase & share with group
• Group discusses revisions

Provided:
Mr. Z is a 48yo homeless pt with a hx of noncompliance and alcoholism here for a 4th admission this year for poorly controlled diabetes.

Revision:
Mr. Z is a 48yo man with a hx of housing instability, alcohol use disorder, and diabetes not at goal who presents for re-admission with hyperglycemia.

Figure 3. Edit the Phrase, Breakout Room Activity

Results

<table>
<thead>
<tr>
<th>Pre-Session (n=135)</th>
<th>Post-Session (n=124)</th>
</tr>
</thead>
</table>
| had never received any TIC training | 67% | 98%
| agreement that all medical students should be taught TIC content |
| felt uncomfortable explaining a TIC physical exam to a peer | 72% | 95%
| satisfaction with the lecture’s teaching of TIC language |
| believe TIC is important to the physical exam | 94% | 85%
| found breakout groups useful though most would have preferred an in-person component (63% all in-person, 29% hybrid virtual) |

Lessons Learned

• First-ever fully virtual TIC curriculum & first-ever content on TIC at VP&S to our knowledge.
• VP&S students perceive TIC as an important aspect of patient care that all medical students should learn.
• Virtual workshop is easily transferable and could be expanded to reach all interested students and programs.
• Columbia instructors may use virtual formats even for sensitive content, ideally paired with an in-person component.

References
4. SAMHSA’s Trauma and Justice Strategic Initiative. “SAMHSA’s Concept of Trauma and Guidance for a Trauma-Informed Approach.” 2014 July.

Contact
Caroline Cheston
Columbia University Vagelos College of Physicians and Surgeons
Email: cc4370@columbia.edu
Phone: (917) 612-5248