

Trauma-Informed Physical Examination Faculty Guide

In today's session, faculty will:

- Allow students to practice taking vital signs using a trauma-informed approach
- Provide feedback on trauma-informed physical examination skills
- Discuss how trauma-informed principles can be applied to taking vital signs

The main goals of this teaching session are to introduce students to the concept of trauma-informed care (TIC) and to help them apply these principles to the physical examination. Each student will have time to practice taking vital signs using a trauma-informed approach and will receive feedback on these skills.

Have the first student practice measuring blood pressure, heart rate, and respiratory rate on a small group peer member. After vital sign measurement is completed, faculty and students will have 3-5 minutes for feedback and discussion. Faculty and student peers may provide reinforcing and constructive feedback on the examiner's vital signs technique, verbal communication, and non-verbal communication. You may discuss how well the student used principles of TIC to inform the encounter, and address any questions that are raised. Here is a general outline for how to structure the session:

- 8-10 minutes: student A takes student B's vital signs
- 3-5 minutes: feedback and discussion
- 8-10 minutes: student B takes student A's vital signs
- 3-5 minutes: feedback and discussion
- 8-10 minutes: student C takes student D's vital signs
- 3-5 minutes: feedback and discussion
- 8-10 minutes: student D takes student C's vital signs
- 3-5 minutes: feedback and discussion
- 5-10 minutes: students fill out Post-Session Survey (Appendix E)

Prior to the session, students are expected review the TIC Overview (Appendix C) as required reading. This document explains TIC in more detail and provides quick tips for trauma-informed practice. All students are also expected to attend today's TIC Presentation (Appendix A) immediately prior to this small group practice. We encourage all faculty to attend this lecture as well. Please feel free to integrate narratives from your own *professional* experiences into your discussion with students to highlight the importance of trauma-informed practice. It is important to note that we discourage students and faculty from sharing *personal* experiences with trauma during today's session.

As we teach students how to be trauma-informed with their patients, we must also have a trauma-informed approach in teaching our students. Since students will be practicing the physical examination with one another, please review objectives and inquire regarding student comfort prior to the start of the session. Some students may feel uncomfortable being touched by peers and/or touching peers. You may negotiate an alternate way of practice for students who endorse this concern (i.e. practice with MD faculty, keeping sleeves rolled down, talking through the physical examination, etc.). We recognize that students and faculty alike may be trauma survivors, and today's material may be triggering for some individuals. We are also sensitive to the fact that discussing trauma in its various forms can evoke strong emotional responses, particularly for those who have experienced trauma. Please contact course leaders for additional support in these circumstances.