



Trauma-Informed Approaches to Medical Student Advising: A Pilot Workshop for Medical Student Advisors

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HMS Advisor Retreat September 9, 2019: Trauma-Informed Care Medical Education Pre-Session Survey

Adverse life experiences or traumatic experiences are defined by the Substance Abuse and Mental Health Services Administration as events, series of events, or set of circumstances that are experienced by an individual as physically or emotionally harmful or life threatening and that have lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being. We would like to understand your experience as an advisor and appreciate your time in filling out this survey. All responses will be kept anonymous. Thank you for your participation.

1. What percentage of medical students have experienced at least one adverse childhood experience (including experiencing before the age of 18: physical, mental, or emotional abuse; neglect; household mental illness, domestic violence, substance use in the household, divorce, and/or incarceration of a relative) prior to matriculating to medical school?
 - a. 80-100 %
 - b. 60-80 %
 - c. 40-60 %
 - d. 20-40 %
 - e. 0-20 %

2. What percentage of medical students report experiencing mistreatment from a resident physician during their clerkship years?
 - a. 80-100 %
 - b. 60-80 %
 - c. 40-60 %
 - d. 20-40 %
 - e. 0-20 %

3. How familiar are you with the six principles of the Substance Abuse and Mental Health Services Administration's (SAMHSA's) trauma-informed approach?
 - a. Extremely familiar
 - b. Very familiar
 - c. Moderately familiar
 - d. Slightly familiar
 - e. Not at all familiar

4. How important is it that you talk with your students about the potential impact of adverse life experiences on academic performance?
 - a. Extremely important
 - b. Very important
 - c. Moderately important
 - d. Slightly important
 - e. Not at all important

5. How important is it that you talk with your students about the potential impact of adverse life experiences on professional behaviors?
 - a. Extremely important
 - b. Very important
 - c. Moderately important
 - d. Slightly important
 - e. Not at all important

6. How important is it that you talk with your students about the potential impact of adverse life experiences on mental health and wellbeing?
 - a. Extremely important
 - b. Very important
 - c. Moderately important
 - d. Slightly important
 - e. Not at all important

7. How comfortable are you with talking with your students about the potential impact of adverse life experiences on academic performance?
 - a. Extremely comfortable
 - b. Very comfortable
 - c. Moderately comfortable
 - d. Slightly comfortable
 - e. Not at all comfortable

8. How comfortable are you with talking with your students about the potential impact of adverse life experiences on professional behaviors?
 - a. Extremely comfortable
 - b. Very comfortable
 - c. Moderately comfortable
 - d. Slightly comfortable
 - e. Not at all comfortable

9. How comfortable are you with talking with your students about the potential impact of adverse life experiences on mental health and wellbeing?
 - a. Extremely comfortable
 - b. Very comfortable
 - c. Moderately comfortable
 - d. Slightly comfortable
 - e. Not at all comfortable

10. How many hours of prior training have you had regarding how to talk with students about the potential impact of adverse life experiences on academic performance, professional behaviors, and/or mental health and wellbeing?
 - a. 0
 - b. 1-2
 - c. 3-4
 - d. 5+

11. How confident do you feel in your ability to co-create an advisory relationship with a student such that the student perceives it to be a partnership?
 - a. Extremely confident
 - b. Very confident
 - c. Moderately confident
 - d. Slightly confident
 - e. Not at all confident

12. How confident do you feel in your ability to help a student mobilize their peer support network when they are in need of support?
 - a. Extremely confident
 - b. Very confident
 - c. Moderately confident
 - d. Slightly confident
 - e. Not at all confident

13. How confident do you feel in your ability to establish a sense of trust in your advising relationships?
 - a. Extremely confident
 - b. Very confident
 - c. Moderately confident
 - d. Slightly confident
 - e. Not at all confident

14. How often do you feel you are able to be transparent regarding your responsibilities as an advisor with students?
 - a. Always
 - b. Frequently
 - c. Sometimes
 - d. Rarely
 - e. Never

15. How often do you feel you allow the student to set the agenda for an advising encounter?
 - a. Always
 - b. Frequently
 - c. Sometimes
 - d. Rarely
 - e. Never

16. How confident do you feel in your ability to navigate sociocultural issues that students may face given their identities, background and life experiences?
 - a. Extremely confident
 - b. Very confident
 - c. Moderately confident
 - d. Slightly confident
 - e. Not at all confident

17. How confident do you feel in your ability to find trauma-informed resources to support students with traumatic experiences?
 - a. Extremely confident
 - b. Very confident
 - c. Moderately confident
 - d. Slightly confident
 - e. Not at all confident

Demographic Information

Gender Identity: _____

Racial/Ethnic Background: _____

Specialty: _____

Years served as a medical student advisor (please circle one):

0-5

6-10

11-15

16-20

20-25

26-30

30+