

Analysis of Resident Feedback from a Pilot Trauma-Informed Care Curriculum for Pediatric Residents

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BACKGROUND

Childhood trauma has been widely recognized as a health epidemic, yet graduate medical education often lacks explicit instruction via didactics on trauma-informed care. Pediatricians are uniquely positioned to recognize and begin addressing this trauma.

METHODS

- Four-part TIC curriculum for UCSF Pediatric residents launched in fall 2021
- Collected feedback before/after the curriculum and after each session using a validated tool related to self-reported skills in trauma-informed care
- Analyzed data for changes in knowledge, skills, and attitudes
- Performed qualitative analysis of free-text answers to explore strengths and weaknesses of the curriculum

RESULTS

Residents reported great satisfaction in the curriculum, showing greatest improvement in TIC skills, followed by knowledge and attitudes. Commonly identified areas for improvement included improved time management and increased opportunity for interactive learning and discussion.

DISCUSSION

Resident satisfaction and improvement in TIC skills suggest that incorporating a TIC curriculum into pediatric resident training can be valuable in preparing physicians to identify and address clinical scenarios related to childhood trauma.

ACKNOWLEDGEMENTS

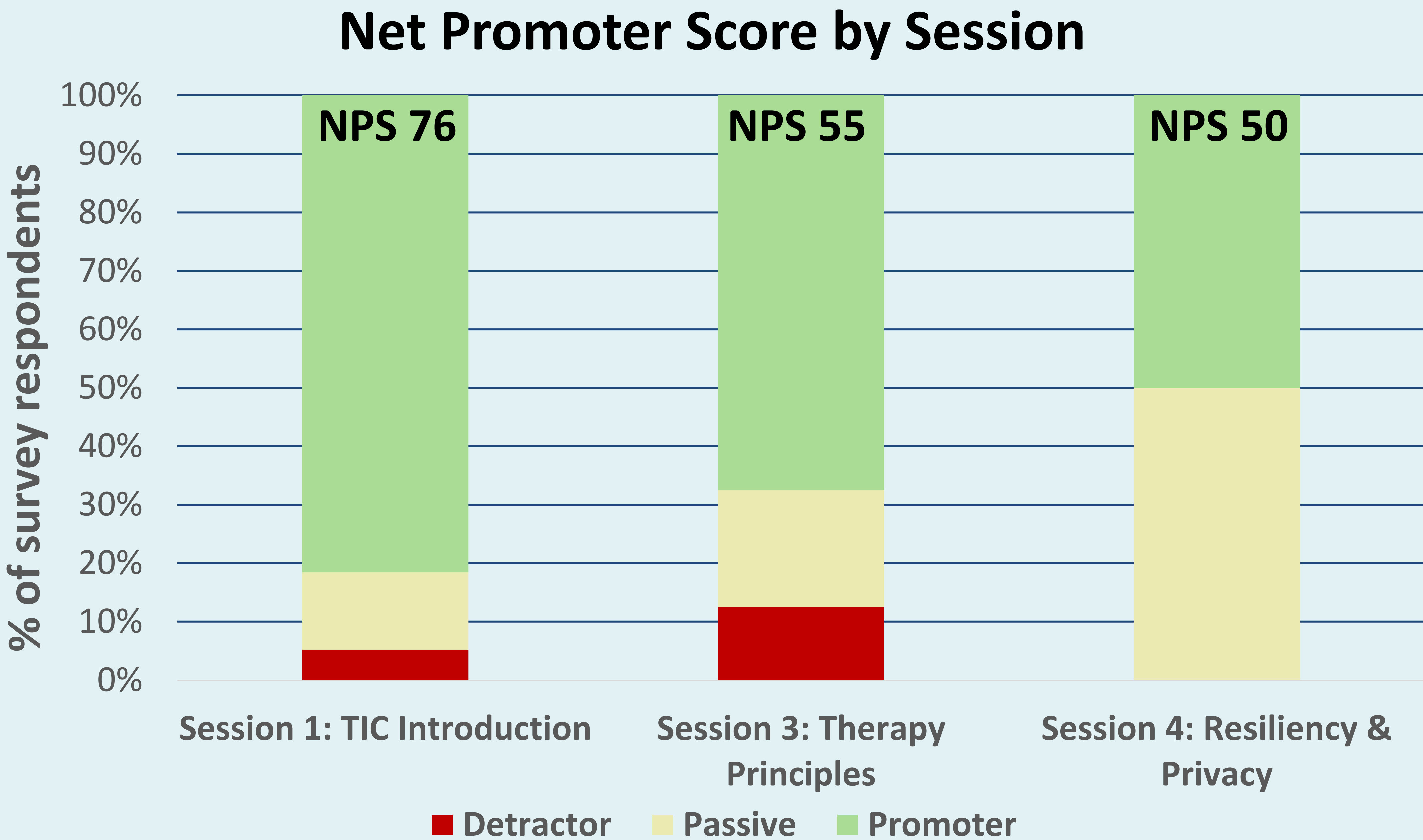
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From trainees who have completed the curriculum:

“[This curriculum] motivated me to move toward discomfort with bringing up traumatic events and gave me tools for how to ask.”

“Could we have a session where we practice language we may use when interacting with a patient with a history of trauma/ACEs ...?”

“...soliciting our colleagues’ advice in the discussion could be helpful, bonding, and reassuring as well”



Residents reported notable improvement in their ability to:

- Describe trauma’s effect on health
- Take trauma-informed histories
- Recognize a triggered patient
- Utilize de-escalation techniques
- Teach stress management skills
- Maintain transparency with patients
- Help patients recognize their strengths
- Manage vicarious trauma
- Recognize/address their own triggers
- Practice self-care



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