WHEN IT RAINS, IT POURS: WAYS TO SURVIVE THE STORMS
INTRODUCTIONS

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OBJECTIVES

• Discuss the relationship between Adverse Childhood Experience (ACEs) and health & well-being

• Recognize the impact of ACEs on student behaviors

• Identify strategies for building resilience and retention

• Brainstorm approaches to mitigate personal and professional burnout

• Explore the use of Brief Motivational Interviewing (BMI) as a therapeutic communication tool
Adverse Childhood Experiences (ACEs)

- Physical Abuse
- Domestic Violence
- Emotional Abuse
- Sexual Abuse
- Substance Abuse
- Mental Illness
- Separation/Divorce
- Physical Neglect
- Emotional Neglect
- Incarceration
ADVERSE CHILDHOOD EXPERIENCES (ACES)
“FLIPPING YOUR LID”
HAND-BRAIN MODEL BY DAN SIEGEL
What do ACEs have to do with what we see?

What shows on the surface? What may be underneath?

Might we see these same things in our patients?

How can we help our students, who can then better help their patients?
Examples

Really? Can't find the xray order again??? Sure, I'll just wait like I don't have other patients today.

De-Escalate

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YOUR EXPERIENCES DO NOT HAVE TO DEFINE YOU

THERE ARE THINGS WE CAN DO TO COUNTER THESE CHALLENGES!!!
BUILDING RESILIENCE & RETENTION

How to increase help-seeking behaviors?

How to equip people with the tools and resources they need to cope?
LET’S BRAINSTORM

What tools and resources do you have?
• At your college or university
• Surrounding community
• Telehealth options

Think bigger than just academics
• Social support
• Hobbies or interests
• Support groups
• Faith/Spiritual connections
HOW CAN WE MITIGATE BURNOUT?

Personally

Professionally

What do you do, or might someone try?
METHODS TO KEEP AFLOAT

Calm App

Headspace
BRIEF MOTIVATIONAL INTERVIEWING (BMI)

How we approach people/situations really does make a difference!

→ therapeutic communication tool

• Less judgement
• Meet them where they are
• Listen rather than direct

God gave us 2 ears and 1 mouth for a reason
BMI GIVES US OUR MISSING TOOL → OARS!

- O - Open Questions
- A - Affirmation
- R - Reflective Listening
- S - Summary
EXAMPLES & PRACTICE  
... WHAT TO SAY & NOT TO SAY WHEN...  

A Student Says ...  

“I tried really hard on my test”  

“I don’t think I’m cut out for this program”  

“I’m only here because I have to be”  

Then We Can Say ...  

“I can hear the frustration in your voice. Tell me about how you prepared.”  

“Sounds like you’re struggling. What’s been going on?”  

“Well I’m so glad you chose to be here. Tell me why you made that choice.”  

Remember: watch your tone
ADDITIONAL RESOURCES:

HTTP://WWW.PHILADELPHIAACES.ORG/RESOURCES

HTTPS://DRIVE.GOOGLE.COM/FILE/D/0B7FCUPFL415PCMPOVM1EAVDYMEE/VIEW

Incorporating Trauma Informed Practice and ACEs into Professional Curricula - a Toolkit

Moving from “What’s wrong with you?” to “What happened to you?”
How childhood trauma affects health across a lifetime
QUESTIONS?
RESOURCES


Incorporating trauma informed practice and ACEs into professional curricula — a toolkit. The Philadelphia ACE Project. Retrieved from https://drive.google.com/file/d/0B7fcUpFl415pcmpOVm1EvVdYMEE/view


Siegel, D. Flipping your lid. Heart-mind online. Retrieved from https://heartmindonline.org/resources/daniel-siegel-flipping-your-lid