

Equity-Centered Trauma-Informed Educational Practices (TIEP)

Rana Najjar, PhD, RN, CPNP



Background:

The 2020-2030 Future of Nursing Report outlines the role of nurse educators in addressing social determinants of health, equity, and education. Dismantling racism requires the utilization of pedagogical approaches that are fair and engage all students, independent of their backgrounds.

Using a trauma-informed approach means examining and addressing the influences of systemic exclusion and marginalization that lead to inequities in the learning environment.

- Trauma-informed is a mindset, an acceptance of diversity including background, knowledge, skills, and life experiences; and an understanding that some of those life experiences may be varied and include trauma.
- Adverse childhood experiences like poverty, neglect, and exposure to violence, including discrimination and racism, can induce overwhelming stress. Chronic stress and trauma can impact the brain's cognitive and memory centers, derailing learning.
- Failing to honor and value students' backgrounds and experiences in the classroom is another form of violence and can lead to trauma or re-trauma.



Trauma-Informed Educational Practices grounds nursing education in equitable, inclusive and culturally responsive pedagogical approaches using the six guiding principles

6 Guiding Principles to a Trauma-Informed Approach



Goals:

- 1) Develop and design a workshop to train faculty and staff on TIEP.
- 2) Support educators and leaders in implementing TIEP.
- 3) Design an online platform to create a Trauma-informed community of educators and scholars.

Method:

- Develop and Design Workshop by:
- Using Lunch & Learn webinars & faculty feedback.
 - Collaborating with internal and external stakeholders.

Implementation Plan:

Summer 2022

- Complete the development of workshop.
- Obtain feedback from Masters of Nursing Education Students.
- Launch online platform.

Fall 2022

- Roll out at OHSU and other institutions.

Assessment Plan:

- Survey of faculty & staff pre/post-workshop.

Future:

- Consider other forms of dissemination: online platforms, YouTube, podcasts.
- Apply for funding to provide support for faculty making changes.
- Collaborate with other educators across nursing and other disciplines in higher education.
- Evaluate impact on students (Inclusion & Thrive quotient).



CAPSTONE PRESENTATION & GRADUATION

Equity-Centered Trauma-Informed Education

Rana Najjar, PhD, RN, CPNP

Biography

Rana Halabi Najjar is an Associate Professor at Oregon Health & Science University School of Nursing (OHSU SON), immersed in teaching undergraduate and graduate nursing students, and conducting research in both nursing education with a focus on bias, discrimination, and stigma.

Dr. Najjar was the Faculty Coordinator for two cycles of the Nursing Workforce Diversity Grant and served as the Project Manager for the last cycle which ended in 2021. This nationally funded grant at OHSU was titled Advancing Health Equity through Student Empowerment & Professional Success (HealthE STEPS). As part of the HealthE STEPS team, she developed and implemented several strategies and promising practices focused on enhancing the experience of nursing students and supporting them in advancing to graduate programs. She has presented both poster and podium presentations at several conferences and published in peer-reviewed journals on diversity, equity, and belonging initiatives.

The latest publication is titled Minimizing Unconscious Bias in Admission to Nursing School published in the Journal of Nursing Education, which articulates the need to understand how unconscious bias and discrimination may influence decisions for admission into nursing school and derail the Holistic Admission review process. Currently, Dr. Najjar is the PI for a two-phase sequential mixed-methods study examining applicants' experiences during the nursing school admission process. This work will elucidate the perception and impact of bias encountered by applicants, including their decision to matriculate and their initial experience in the nursing program.

In 2021, Dr. Najjar received funding to develop, implement, and evaluate Trauma-Informed Educational Practices (TIEP) at Oregon Health and Science University (OHSU). She is leading a team of collaborators that implemented a series of webinars for faculty and staff on TIEP this past winter. Currently, she is developing and launching an online platform to build community and engage educators and scholars interested in TIEP. Her goal is to raise awareness of the impact of trauma and adversity on learning and advance scholarship in nursing education focused on TIEP.

Contact Information



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