



THE UNIVERSITY OF
MELBOURNE

Trauma Disco: That's one disco I don't want to be at

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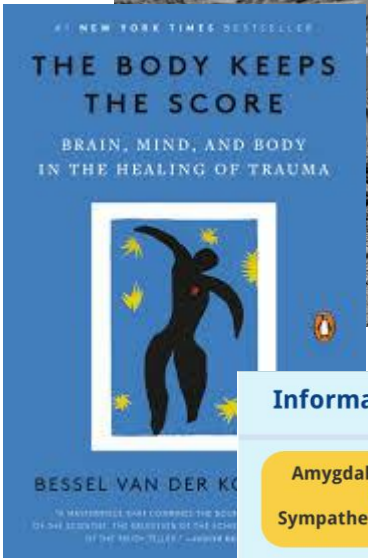
The University of Melbourne acknowledges the Traditional Owners of the unceded land on which we work, learn and live: the Wurundjeri Woi-wurrung and Bunurong peoples (Burnley, Fishermans Bend, Parkville, Southbank and Werribee campuses), the Yorta Yorta Nation (Dookie and Shepparton campuses), and the Dja Dja Wurrung people (Creswick campus).

The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.

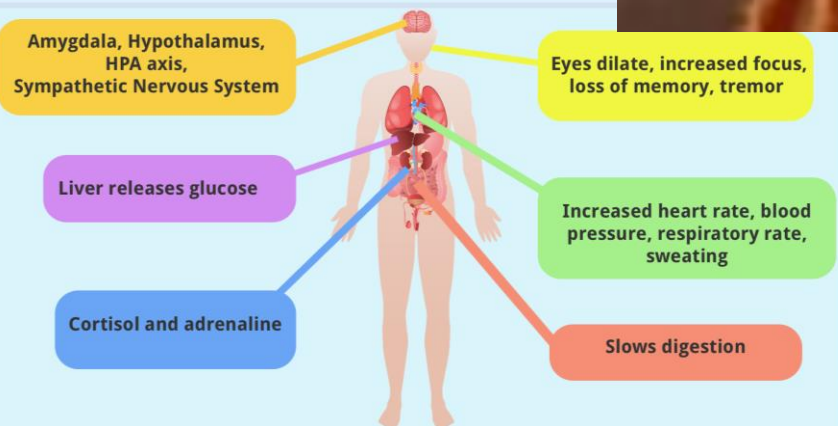
We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original owners and custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years. We also acknowledge their enduring cultural practices of caring for Country.

We pay respect to Elders past, present and future, and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff and students we are privileged to work and learn every day with Indigenous colleagues and partners.

Trauma



Information: Acute stress responses

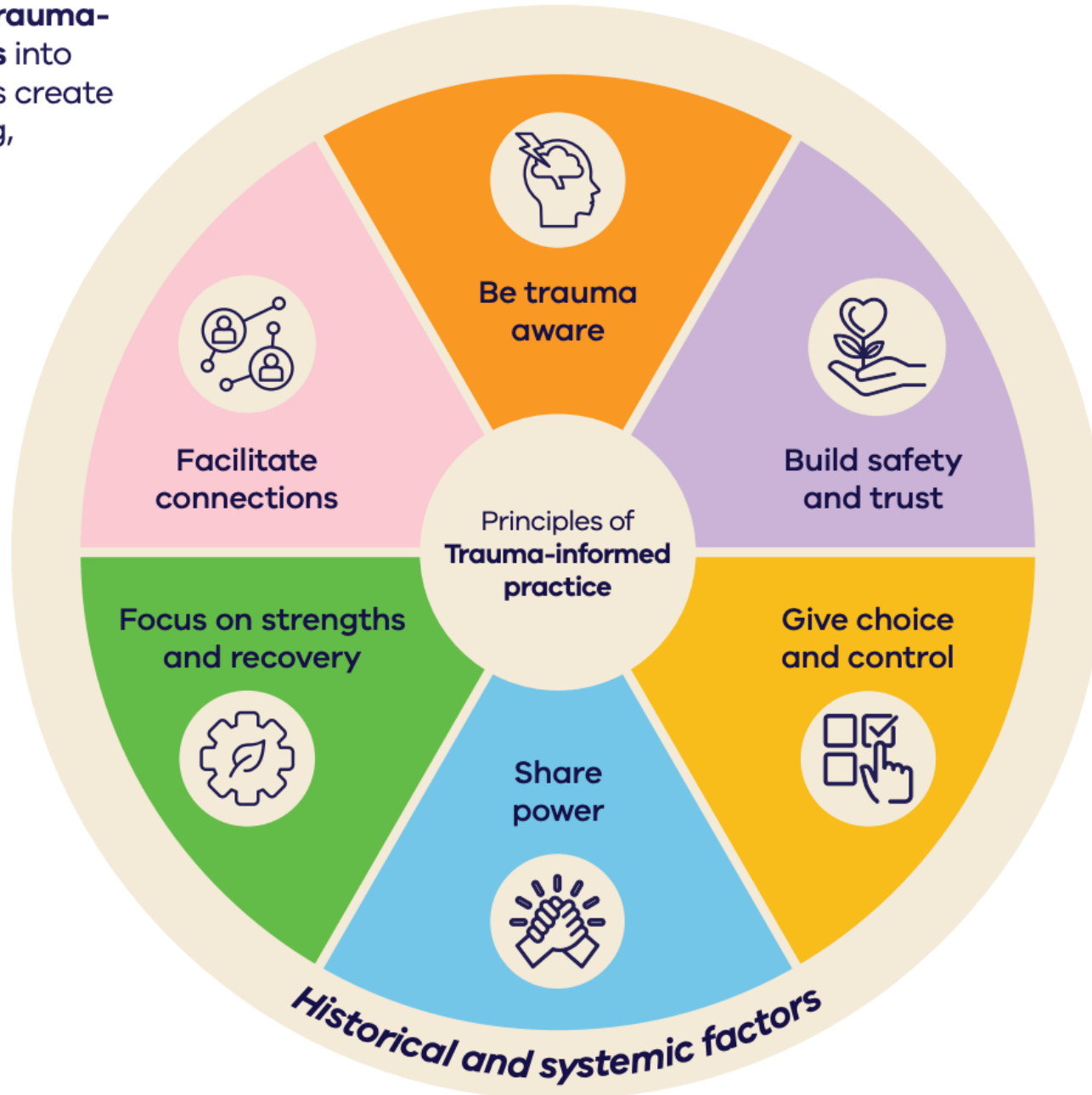


Becoming a trauma informed clinician

MD2 Discovery topic:
When the going gets tough



Integrating these **trauma-informed principles** into daily practice helps create a safe, empowering, and supportive environment for every person we work with.



Trauma informed care



MD Course Overview

Clinical Colloquium
2 hours in Yr 1



MD 1

Foundations for Clinical Practice (FCP)
81.25 CP



Discovery 1
Foundation
12.5 CP

Student
Conference
6.25 CP

Discovery
Subject 4-week
rotation Yr 2



MD 2

Principles of Clinical Practice 2 (PCP2)
81.25 CP



Discovery 2
Application
12.5 CP

Student
Conference
6.25 CP

Mental Health
6-week rotation
in MD3 / PCP3



MD 3

Principles of Clinical Practice 3 (PCP3)
81.25 CP



Discovery 3
Integration
12.5 CP

Student
Conference
6.25 CP

Mental Health
Placements
4-week
MH Research
Projects



MD 4

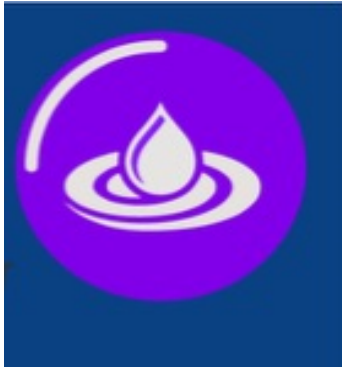
Transition to Practice (TTP)
43.75 CP

Discovery 4
Creation
50 CP



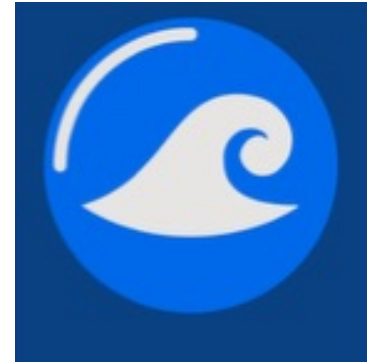
Student
Conference
6.25 CP

Phases of "When the Going Gets Tough"



Week 1 - The Splash

- Clinical School Ward
- Talking about Trauma
- Skill development



Week 2 - The Wave

- Community AoD
- Impact of Trauma
- Maladaptive Coping
- Trauma and Alcohol



Week 3 - The Ripple

- Mental Health Team
- Responses to Trauma in childhood & communities



Week 4 - The Reflection

- Clinical School Ward
- Trauma in healthcare/self
- Vicarious trauma
- Advocacy

Weekly Online Teaching

The following nights

Click the information buttons for updates on the people in Navington.



Kelsey



Duy, Alita and Filipa



Mick



Rabia



Anthea



Tasmin and Warren



Psychological Safety

Potentially confronting content

- Potential for vicarious trauma – online modules, placements, workshops
- Novel and innovative experiences



Trauma-informed teaching

- Lived and Living Experience (LLE)
- Sign-posting
- Educational value
- Supportive environment – group supervision, WhatsApp, role-modelling

Trauma Discovery - Face to Face

Individualised learning for individualised care

Didactic teaching	Synthesis of theory
Student debates	Exploration and challenge of new ideas
Role plays	Skills development, interviews
Interdisciplinary LLE workshop	Co-design with LLE, social work
Invited speakers	Clinicians and academics
Group supervision	Shared reflection - application of Supervision model (RANZCP)



Feedback - Students

Changing View Of Others

"This subject is essential for all students to learn about our role as future doctors and **how we can be more compassionate and knowledgeable clinicians.**"

"I've been raving about it to other students. I found it super profound. I think it **helps you develop empathy** for people that society often views as 'not very nice' and they are not just a very marginalised group but an incredibly vulnerable one."

*"I would advocate for this subject to be integrated into the core learning for MD2 students due to its **fundamental importance.**"*

Changing View Of Self

"Outside of enhancing someone's knowledge in trauma and mental health, this subject provides an excellent opportunity for self-reflective practices that I believe can really **enhance a student's understanding of themselves and how they behave within the medical system.**"

"**Supervision was awesome.** Very good to be able to bounce off confronting experiences with someone who's been through it and has developed frameworks overtime that we haven't yet."


Feedback - Educators

What we learned

- Student interest and engagement in learning about trauma and TIC is **very high!**
- Roll-out of new curriculum
- Psychological safety
- Placements – logistics
- Navigating interdisciplinary and LLE co-design - *high-risk and high-reward*

Student feedback – in-person workshops, especially group supervision, were highly valued





'... the first time in my medical degree that I felt my humanity has been acknowledged as part of my future clinical self.'


Take Home

- Students identify core learning for MD
- Effective early in their course
- Framework for psychological safe teaching

Future

- Challenge to sustain at scale
- Increase availability in MD2
- Relevant to all health disciplines or other faculties




UNIVERSITY OF
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When the going gets tough
Class of 2025

Questions?

If you've got
the moves to join
our Trauma Disco...

Contact:

- [Psychiatry-
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- Lallen@unimelb.edu.au

Thank You

