

Webinar Proposal

Scheduling request: Due to presenter workload, we would like to ask for this to be scheduled in 2027, preferably before the WIN conference.

SIG: Trauma Informed Pedagogy in Healthcare Education

Title: What is Trauma Informed Pedagogy? Philosophy, Design, and Implementation

Presenters:

Doria Thiele, PhD, RN, CNE

Rana Najjar, PhD, RN

Description:

Healthcare educators are increasingly challenged to design learning environments that promote psychological safety, learner engagement, and professional formation while preparing students for the complexities of contemporary clinical practice. Trauma informed pedagogy provides both a philosophical orientation and a practical framework for understanding how stress, adversity, power, and sociocultural context influence learning, while guiding the intentional design of educational experiences that foster safety, agency, belonging, and learner development.

This webinar introduces the foundational concepts that underpin trauma informed pedagogy, including safety, trust, choice, collaboration, agency, and cultural humility, examining how these principles inform educational philosophy and instructional design. Participants will explore how trauma informed pedagogy can be operationalized across classroom, simulation, clinical, advising, and scholarly contexts through intentional decisions about course design, learning activities, communication, assessment and grading practices, feedback, and collaborative learning. Through guided reflection and practical examples, participants will identify opportunities to strengthen learner agency, foster inclusive participation, and cultivate psychologically safe learning environments while maintaining rigorous academic expectations. Participants will leave with actionable strategies for integrating trauma informed approaches into their courses and educational settings.

Learning Outcomes:

By the end of this webinar, participants will be able to:

1. Describe foundational concepts and reflect on how educational philosophies inform trauma informed pedagogy and practice, shaping the learner experience.

2. Identify opportunities to apply trauma informed principles to classroom, simulation, clinical, and advising experiences.
3. Design at least one actionable strategy for integrating trauma informed educational practices into a course, learning activity, or clinical teaching context.