The Ghosts of Questions Not Asked…

So I ask you, what questions do you ask yourself and others when you first sit down to analyze an ID project? How can you avoid making something that leaves students feeling flat and misunderstood?

I can really relate to this story of thinking you have prepared but are we ever? I find that some topics that are covered in health sciences such as abuse to be the most challenging to prepare for even with preloaded content from the module and especially online where the connection to the student becomes even more unpalpable. This class can elicit any response. We talk about elder abuse, domestic abuse, verbal abuse etc and often students are either open to sharing their own stories and experiences or withdraw from discussion. As a teacher, you certainly want to avoid re-traumatization but also need to prepare the student for the occupational exposure and give them the skills to manage.

Being upfront with students about what feelings might be elicited. Offering the option to participate or not, to reach out pre or post class as well. Discussing the variety of feelings that might be experienced from the class. Video footage if shown and can be disturbing – the intention is to elicit discussion but might go deeper for the student. Be prepared for students who need more support than can be offered by the instructor and where these resources are. Be prepared to discuss how professionals on the job handle these types of scenarios. Discuss what is expected of them. Discuss this class with colleagues who teach similar subject matter for their ideas to support the learner and the learning objective. Have other professionals be a part of this section of the course ie social work. Other options would be to discuss self care and how this can impact their practice positively.