Adult Education for the Human Condition: Global Issues and Trauma-Informed Learning

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What is AHEA?

The purpose of the Adult and Higher Education Alliance (AHEA) is to help institutions of higher education develop and sustain learning environments and programs suitable for adults.

AHEA does this by:

- Providing a forum for professional educators to share resources and information about alternative degree programs on a national and international level.
- Stimulating practitioner research, thereby contributing to the integration of theory and practice and promoting the improved quality of our efforts.
- Serving as a vehicle for cooperative consultation and collaboration among professionals in the field.
- Integrating the interests and concerns from a variety of areas within adult higher education including distance, international, and liberal education.
- Promoting rights of adult students.
- Influencing institutional and public policies concerning the principles of quality practice applied to adult education.
- Promoting cultural diversity and multicultural perspectives and maintaining that commitment through the incorporation of such perspectives into the policies, procedures, and practices of alternative degree programs for adults.

Letter from the Editors

Dear Reader,

We are pleased to present the Proceedings of the 46th annual conference of the Adult and Higher Education Alliance (AHEA), held online in March 2022. We wish to extend special thanks to the AHEA Board of Directors, members, and contributors. Without their support, this publication would not be possible.

As always, the AHEA Board of Directors provided continuous support for the mission of AHEA through their outreach, service, and perseverance. To the members of the Adult and Higher Education Alliance, we do what we do because of you, and you are the backbone of AHEA's growth, networking, and collaboration. Thank you for your membership and participation in our organization and at our conference each year.

To those who contributed papers for these Proceedings, thank you for contributing to this document and expanding our collective knowledge. Through your research, theory, and practice, collected in this document, we can strengthen our efforts to educate and serve adult learners in a variety of contexts. We appreciate your service to the larger community of professors, educators, and practitioners. This year, especially, we acknowledge your extra effort to compose these papers while navigating all the protracted uncertainties of COVID-19. Thank you.

AHEA is always looking for ways to contribute our shared endeavor of educating adults. Please share your feedback; we look forward to hearing from you. Enjoy your read of the variety of engaging topics related to Adult and Higher Education.

Thank You,

Joann, Kemi, and Patricia

Welcome from the AHEA President

On behalf of the Adult Higher Education Alliance, welcome to the proceedings of the 46th AHEA Annual Conference.

This year's conference theme, Adult Education for the Human Condition: Global Issues and Trauma-Informed Learning, is based on the 2022 books in the AHEA Book Series: *Advancing the Global Agenda for Human Rights, Vulnerable Populations, and Environmental Sustainability: Adult Education as Strategic Partner* (Alfred, Robinson, & Roumell, Eds.) and *Trauma in Adult and Higher Education: Conversations and Critical Reflections* (Douglass, Threlkeld, and Merriweather, Eds.). These books and the conference highlight what we have all experienced this year: Lifelong learning is the key to becoming resilient in challenging times.

It is an honor to serve as the president of the AHEA, as it is to collaborate with your colleagues who serve on the AHEA board of directors. Thank you again for your attendance and, if applicable, contribution to these proceedings.

Lauren Murray-Lemon, Ph.D.

President, AHEA

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Man-Environment Interaction in the Rainforests and Sustainable Development: Practical Implications for Adult Education

Kofo A. Aderogba

Abstract

The interaction of people with their environments is necessitated by their needs. This work addresses human-environment interaction in the rainforests of Southwestern Nigeria for discussion. The natural forest vegetation has four main layers: emergent, canopy, understory, and forest floor layers. Each has different plants and animals that have adapted. The dwellers depend on the forests for food, herbal medicine, building materials, leaves and fruits, agricultural practices and production, and so on. The forests and the endemic forest species are rapidly disappearing due to illegal deforestation. The consequences on the forests are devastating though there have been efforts towards attaining sustainable forest management. Environmental Education (EE) has not been given enough priority. It is imperative to advance Environmental Education in Adult Education.

Introduction

Environmental changes and man's role in bringing those changes about are circularly causal (Abler et al., 1976): The interaction of people with their environments is necessitated by their needs. The needs may be simple or complex; they may be expensive or cheap. At times, they may be readily available or scarce. But often, the needs must be met. Invariably, therefore, someone processes, and then gets a structure; the cycle is continual. The Earth's climate seems to be warming, probably in response to human activities. Moreover, because the rainforests can provide agricultural land, minerals, and timber, for example, the pressure to allow deforestation continues; the interaction does not leave out any state of matter—solid, liquid or gas (Archer, 2010; Falkowski et al., 2000; Riebeek, 2011; Strahler & Strahler, 2010).

This work addresses the human-environment interaction using the rainforests of Southwestern Nigeria for generic discussion. It highlights consequences of the interactions. It gives a brief discussion on Southwestern Nigeria; foremost feature of the forests; human impacts on the forest and consequences; past and contemporary efforts towards sustainability of the rainforest; and practical implications for teaching and learning in Adult Education. It offers educational interventions for sustainable forest management (SFM).

Southwestern Nigeria

The tropical monsoon climate is the predominant climate in the Southwestern region of the country of Nigeria. The climate is influenced by the monsoon winds originating from the South Atlantic Ocean. The climate has a very small temperature range with the region experiencing heavy and abundant rainfall. The tropical wet and dry climate exerts enormous influence on the vegetal cover (Odjugo, 2010).

The region is defined by six of the states to the Southwest of Niger River in Nigeria: Lagos, Ogun, Oyo, Osun, Ekiti and Ondo States. It is located with Latitude $5^{O}25'$ and $8^{O}20'$ North, and Longitude $2^{O}35'$ and $5^{O}35'$ East coordinates.

Agriculture is the main stake of the economy engaging more than 65% of the population, and more than 85% is dependent on it, at least for income and foods. Suffice it to say that mechanized agriculture is not popular. The practices are still largely peasant. Whereas the International Institute of Tropical Agriculture (IITA) is situated at Ibadan, the Oyo State capital, the impacts have not been astonishing.

Foremost Features of the Forests

The natural forest vegetation has four main layers: emergent, canopy, understory and forest floor layers. Each has different plants and animals that have adapted for life in the area.

Incidentally, the forests as well as the endemic forest species are rapidly disappearing due to deforestation and the resulting habitat loss and pollution of the atmosphere. The forests have been subjected to heavy legal and illegal logging for valuable hardwoods and agricultural clearance (slash-and-burn, clear cutting), expanding urban areas, industrial and transportation land use, plantations, and others. Thus, many species of forest animals are endangered, and many others have gone extinct as the number of hectares of the forests decreases.

Less than 75% of the natural vegetation can be observed, and not less than 25% of the remaining vegetation is certainly currently being threatened (Aderogba, 2018). The forest is rapidly being replaced by grassland at some localities particularly at the fringes and at the repeatedly long cultivated areas (Ogunleye et al., 2004). What is commonly found now is mostly secondary vegetation and cultigens (Aderogba, 2018; Aderogba & Bankole, 2016; Aikhionbare, 2015).

Human Impacts on the Forest and Consequences

The dwellers depend on the forests for a lot of things, including food, herbal medicine, building materials, leaves and fruits for consumption, agricultural practices and production, and so on. Moreover, industries and human settlements must be built; roads and aviation land use, railways and others must pass through the forests (Aderogba & Bankole, 2016; Aikhionbare, 2015; Oduro-Mensah, 1992). These have been grouped under bush burning, unregulated logging, rapid urbanization and urban processes, use of wood as cooking fuel, soil erosion, agricultural practices, oil spillage and others. The consequences on the forests are devastating—largely the reason why the United Nations Food and Agricultural Organization (UNFAO) (2015) describes deforestation in the entire nation (Nigeria) this way:

> In 2005, Nigeria had the highest rate of deforestation in the world. … In 2005 12.2%, the equivalent of 11,089,000 hectares had been deforested … Between 1990 and 2000, Nigeria lost an average of 409,700 hectares of forests every year equal to an average annual deforestation rate of 2.38%. Between 1990 and 2005, in total, Nigeria lost 35.7% of its forest cover, or around 6,145,000 hectares. (United Nations Food and Agriculture Organization, 2010, p. 163)

The United Nations Environmental Program (2008) observed similar deforestation processes and activities only in Eastern Bolivia; the peat forests in Indragiri Hulu, Indonesia; Maranhaao State of Brazil; Madagascar deforestation for pastoral land/agriculture; Southeast Asian Islands of Borneo and Sumatra; Brazilian city of Rio de Janeiro, around Pakke; Tiger Reserve in India; and Blue Mountains of Australia, to name a few. The results have been exceedingly grievous. Some of the consequences include loss of species and biodiversity; massive erosion; conflicts between farmers and herdsmen; disruption of the water cycle, weather patterns and the ecosystems; and release of Green House Gas when the trees are fell (Aderogba & Bankole, 2016; Aikhionbare; 2015; Ogundele, et al., 2011; Omosanya & Ajibade, 2011; Vanguard News, 2019).

Past and Contemporary Efforts Toward Sustainability

There have been efforts toward attaining sustainable forest management (SFM). These include timber and contributions to food security, to meet the needs of the society in a way that conserves and maintains forest ecosystems for the benefit of present and future generations (World Commission on Environment and Development, 1987).

There have been Forest Reserves created and, to some extent, preserved by the Central Government. Foremost among them is Olokemeji Forest Reserve. Others include Akure, Idanre, Oba Hill, Oluwa, Ise, Omo, Ofosa, IITA and Osho Forest Reserves. They are habitats for various endangered species of birds, insects, animals, and plants.

The United Nations Food and Agricultural Organization (UNFAO) has been of help to overcome the challenges of the reserves in several ways, namely by providing policy advice as well as supporting capacity building through field projects, workshops, seminars, and hands-on-training; assessment of forest resources, the definition of the elements of sustainable forest management and monitoring the progress toward it; identifying, testing and promoting innovative, multipurpose forest management approaches and techniques that respond to the need for mitigating and adapting to a changing climate, increased demand for wood and non-wood forest products and services, and threats from fires, pests, and natural disasters; and promoting sustainable forest management by working at the national and international levels and through collaborative partnerships to address and help solve regional and global forest-related issues. It also manages the SFM Toolbox (SFMT), a comprehensive online technical package of tools to facilitate and guide the implementation of sustainable forest management in various contexts (United Nations Food and Agricultural Organization, 2007, 2017).

In addition to the Federal Universities, each of the six states has at least one university where Agricultural Sciences and Forestry are taught and researched (except University of Lagos and Lagos State University). There are also more than 20 private universities. Apart from the IITA and the teaching and researching in the universities, there are eight institutes and a Cooperative College where the science and arts of Agricultural Sciences and Forestry are directly and indirectly taught and researched.

In addition, all the six states have a college of education, and Agricultural Science is being taught

to the potential teachers. Suffice it to say that all the states have a government ministry saddled with the responsibility of regulating agricultural and forest research and extension services throughout their respective states. But these notwithstanding, forest degradation is widespread.

The following approaches have been suggested as panacea to deforestation and SFM in the region: reforestation, protection of existing forests, focus on alternative forms of cooking fuel, going paperless, eating less meat (bush meat), and orientation and reorientations of the general public. But, Environmental Education (EE) has not been given the priority that would have been adopted and practiced by all (Akinsoji, 2013; Environmental Education, 2008; Faleyimu et al., 2013; Orimogunje, 2014). The United Nations Educational, Scientific and Cultural Organization (2014) is more suggestive, explicit, and emphatic about these.

Practical Implications for Teaching and Learning

It is imperative to advance environmental education in adult education either toward entering the industry, advancing the careers, earning credentials, or learning for personal enrichment in natural environment functions, and particularly, how human beings can manage behavior and ecosystems to live sustainably. It should be perceived as a multi-disciplinary field integrating disciplines such as biology, chemistry, physics, ecology, earth science, atmospheric science, mathematics, and geography. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2014) states that the EE will be vital in imparting inherent respect for nature amongst society and in enriching public environmental awareness. The organization emphasizes the role of EE in safeguarding future global developments of societal quality of life (QOL) through the protection of the environment, eradication of poverty, minimization of inequalities, and insurance of sustainable development (UNESCO, 2014).

Apart from the school and college curricula, it sometimes includes all efforts to educate the public and other audiences, using print materials, websites, and media campaigns; it could be taught outside the traditional classrooms. Aquariums, zoos, parks, and nature centers all have ways of teaching the public about the environment. The components of the EE should include but not be limited to: (a) creating awareness and sensitivity to the environment and environmental challenges by change agents; (b) knowledge and understanding of the environment and environmental challenges; (c) attitude of concern and love for the environment and motivation to improve or maintain environmental quality; (d) skills to identify and help resolve environmental challenges through mitigation; and (e) participation and collaboration in activities that lead to the resolution of environmental challenges. These will certainly engender sustainable forest management, combat desertification, halt and reverse land degradation and halt biodiversity lost as targeted by one of the eight agendas of the Millennium Development Goals of the United Nations. It is required that there will be a formidable regional and national leadership to advance environmental literacy, and an establishment of an EE Center that will be responsible for coordination and or implementation of all concerned programs and activities.

Conclusion

The Rainforest is the free gift of nature to the region. It is important to the region for food and medicine; natural and original beauty; conservation of water and soil; homes of birds, animals,

and insects; human livelihood; storage and absorption of carbon; wood for fire, lumber, and other products; shelter for people; regulation of climate within the region and beyond; controlling and mitigating floods; shrines to gods and goddesses; tourism and education; and others. It requires proper care and maintenance for sustainability which Environmental Education would engender.

Apparently, existing Environmental Education needs to be reviewed and revised to enable it to become capable of addressing the contemporary challenges. Specialized aspects of forest management should be directed to all levels of education. The forests, generally, and the Forest Reserves need to be properly protected and fully funded so that the endangered species will continue to increase in population and spread, thereby increasing growth of the economy of the region, and by extension, the nation and the world.

There should be massive reforestation wherever and whenever any tree is cut down for economic or social reasons; aggressive protection of existing forests; identification, encouragement and development of alternative forms of cooking fuel; going paperless at homes, offices, schools and colleges, and others; discouragement in animal hunting and eating forest meat; orientations and reorientations of members of the general public; and greatest priority to Environmental Education with governments' political wills, policies, and programs.

The International Union for the Conservation of Nature (IUCN) Species Survival Commission (SSC) should be involved to give technical assistance. Specifically, the Conservation Translocation Specialist Group (CTSG) of the International Union for the Conservation of Nature (IUCN) Species Survival Commission (SSC) should be challenged to face emerging threats, battle against extinction, restore species, and thereby yield wide-ranging benefits for nature and people.

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The Trauma of Coronavirus and Education for Sustainable Human Condition

Adebimpe E. Alabi and Kofo A. Aderogba

Abstract

COVID-19 is global. Coronavirus was spreading more efficiently than influenza. It affected different people in different ways; and infected people have a wide range of symptoms reported. It traumatized socioeconomic activities and upended educational systems. It was forcing humanity to innovate. Individuals and groups are becoming more resilient. Education for the *New Normal* in the contemporary human condition is imperative. This work examined the pandemic and the trauma in human condition in Nigeria. The descriptive method was adopted. Two sets of instruments were used to collect data and information from members of the public. The returns were analyzed using tables of percentile and a chart. Records of NCDC and some other national and international agencies were perused.

Introduction

Human Condition is all of the physical features and key procedures that compose the fundamentals of human existence, including emotion, aspiration, conflict, birth, growth and impermanence. This is an extensive issue which continues to be deliberated and scrutinized from many perspectives: anthropology, art, biology, history, literature, philosophy, psychology, education, religion and others. As a fictitious term, *Human Condition* is typically used in the context of ambiguous subjects, such as the meaning of life or moral concerns (Bellion, 2016; Griffith, 2016; Keating, 1999; Spacey, 2018; Welch, n.d.).

It can be understood from various perspectives: education, businesses, religion, and so on. Meanwhile, many Christians believe that humans are born in a sinful condition and are doomed in the afterlife unless they receive salvation through Jesus Christ. Philosophers have provided many perceptions. An influential ancient view was that of the Republic in which Plato explored the question "what is justice?" (Chakraborty, n.d.) and postulated that it is not primarily a matter among individuals but of society as a whole, prompting him to devise a dreamland. About two thousand years later, René Descartes declared "I think, therefore I am" (Bauer, 2021, n.p.) because he believed the human mind, particularly its faculty of reason, to be the primary determiner of truth; for this, he is often credited as the father of modern philosophy (Russell, 2004). One such modern school, existential philosophy, attempts to resolve an individual's sense of puzzlement and muddle in a world believed to be illogical.

Many works of literature provide viewpoints on the human condition (Welch. n. d.). One famous example is the monologue of Shakespeare, "All the world's a stage," which thoughtfully recapitulates seven phases of human life. Psychology has many theories, such as Maslow's hierarchy of needs and the idea of identity crisis (Hopper, 2020; Maslow, 1943).

However, Human Condition is philosophical to different aspects of human endeavor: nature, technology, self-fulfillment, pollution, poverty, freedom, custom, community, tradition, pain, sickness, health, education, belief, politics, altruism, time, need, design, and others. Spacey (2018) describes 64 examples of *Human Condition*.

Objectives and Research Questions

The work examined the Coronavirus pandemic and its trauma in Nigeria; and it suggests applications of adult education for sustainable Human Condition. The following research questions were explored:

a. What is a coronavirus, and how did it spread across the world?
b. What are the traumas imposed on social economic activities and education, in particular, in the contemporary Human Condition; and
c. What are the upsides of the pandemic?

Conceptual Clarification and Literature Review

The following concepts give insight to the trauma of Coronavirus and education for sustainability in the human condition, the objectives pursued, and the questions answered related to concepts of **s**ustainability and sustainable education.

Concept of Sustainability: The most often quoted definition comes from the United Nations World Commission on Environment and Development (1987): "Sustainable development is a development that meets the needs of the present without compromising the ability of future generations to meet their own needs." In the charter for the University of California, Los Angeles (UCLA) Sustainability Committee (2021), sustainability is defined as: "the integration of environmental health, social equity, and economic vitality in order to create thriving, healthy, diverse and resilient communities for this generation and generations to come. The practice of sustainability recognizes how these issues are interconnected and requires a systems approach and an acknowledgment of complexity."

Sustainable practices support ecological, human, and economic health and vitality. Sustainability presumes that resources are finite and should be used conservatively and wisely with a view to long-term priorities and consequences of the ways in which resources are used. In simplest terms, sustainability is about today (our children) and tomorrow (our grandchildren), and the world we will leave them (University of California Sustainable Committee, 2021). In the broadest possible sense, sustainability refers to the ability of something to maintain or "sustain" itself over time.

Education for Sustainable Development (ESD): ESD is education that encourages changes in knowledge, skills, values, and attitudes to enable a more sustainable and just society for all (UNESCO, 2013). It aims to empower and equip current and future generations to meet their needs using a balanced and integrated approach to the economic, social, and environmental

dimensions of sustainable development (UNESCO, 2018). The term is most used internationally and by the United Nations.

The Higher Education Academy (2020) states ESD as an "interdisciplinary learning methodology covering the integrated social, economic, and environmental aspects of formal and informal curriculum." This educational ideology recognizes contemporary environmental challenges and seeks to define new ways to adjust to a changing biosphere, as well as engage individuals to address societal issues that come with them (Jucker, 1963). In the International Encyclopedia of Education, this approach to education is seen as an attempt to "shift consciousness toward ethics of life-giving relationships that respects the interconnectedness of man to his natural world" in order to equip future members of society with environmental awareness and a sense of responsibility to sustainability (Peterson et al., 2010, p. 7).

Sustainability in higher education is not only limited to embedding intended learning outcomes about sustainable development into the curriculum of higher education institutions. Nevertheless, a sustainable institution should integrate the educational and managerial aspects of sustainable development along with its three dimensions (environmental, economic, and social responsibility) into its different practices (Adel & Mahrous, 2018).

By and large, Sustainable Education is finding long-lasting solutions through education, namely with regard to social, environmental, and economic issues—the three pillars of sustainability. It is a concept that involves active academic participation to create economic, social, and environmental programs improving life standards, generating empowerment, and respecting interdependence. It is training and educating individuals on sustainable practices and development (Boden & Merritt, 2013; Wang, 2013).

Methods

The descriptive research method was adopted. Data and information were drawn from primary and secondary sources. Two sets of questionnaires were used. The first, *The Trauma of Coronavirus and Education for Sustainable Human Condition in Nigeria* has 28 questions, and it was administered among 1,500 adults randomly selected from six randomly selected states of the federation and the Federal Capital Territory. To be more certain about the impacts on education, the second instrument, *The Trauma of Coronavirus and Education for Sustainable Human Condition in Schools and Colleges* was completed by 2,000 students (of secondary schools, colleges of education, polytechnics, and universities) and 200 teachers/lecturers of corresponding schools, colleges and universities that were randomly selected, too. Both instruments were pretested and modified before administration. Five university administrators, not less than the level of a Deputy Registrar, also randomly selected, were interviewed. Reports of some international and local agencies and organizations were perused, and hospital records were examined.

Findings and Discussion

Coronavirus disease 2019 (COVID-19) is a virus identified as the cause of an outbreak of respiratory illness first detected in Wuhan, Hubie, China. But early 2020, after a December 2019 outbreak in China, the World Health Organization identified the new type of coronavirus (World Health Organization (WHO), 2020a; Center for Disease Control and Prevention (CDC), 2020a).

According to the CDC (2020a), early symptoms include fever, dry cough, and fatigue but it can lead to pneumonia, respiratory failure, septic shock, and death. Most of the severe symptoms include: trouble breathing or shortness of breath; ongoing chest pain or pressure; new confusion; not easy to wake up from sleep; and bluish lips or face. Symptoms can show up in as few as 2 days or as many as 14. It differs from individual to individual (CDC, 2020a; WHO, 2020b).

The cause of the new Coronavirus is not certain, but it is certain that it can affect different species of animals, in addition to people. Studies show COVID-19 has ties to snakes, bats, and pangolins (WHO, 2020b). Many people who got the disease earlier were linked to a large life seafood and animal market in Wuhan, China - wet market. The first cases may have come from animals sold in the market, then spread from person to person (China Community Television, 2020).

The number of people infected by SARS-CoV-2 increased by the day (CDC, 2020a; WHO, 2020b). In Nigeria, the pandemic is part of the worldwide coronavirus disease 2019. The first confirmed case in the country was announced on February 27, 2020, when an Italian national in Lagos tested positive for the virus (Nigeria Center for Disease Control (NCDC), 2020; Maclean & Dahir, 2020). On March 9, 2020, a second case of the virus was reported in Ewekoro, Ogun State. As of January 27, 2021, there were 252,753 confirmed cases and 3,134 deaths. It traumatized the citizens and upended socioeconomic activities massively. Among others, the following are noteworthy in Nigeria:

- Residents were strongly advised, persuaded, and forced to take the steps together with the governments, namely: to avoid large gatherings, practice social distancing, wash hands with soap, cover cough and stay at home, etc.
- Based on the advice of the Federal Ministry of Health and the NCDC, there was a broadcast that imposed a curfew on Lagos and the Ogun States as well as the Federal Capital Territory (FCT) Abuja, and later the whole country.
- Two prominent social critics (Wole Soyinka and Femi Falana) took the president on and wanted to know from where he derived the power(s) to shut down Lagos and Ogun States without any enabling laws.
- The Corps Marshal of the Federal Road Safety Corps (FRSC) ordered a shutdown of the Driver's License database in Abuja with immediate effect following the Presidential directives to lockdown.
- Police made several arrests for allegedly defying the directives of the state government on high-density gatherings.
- In Oyo State, the governor tested positive, and he placed himself in self-isolation.

- Airports, schools, sport centers, markets and stores, offices and businesses were closed; and there were restrictions of movement throughout the country.

Table 1 is a measure of the impacts of the pandemic on selected socioeconomic activities of communities and the nation at large. All the respondents (100.00%) affirmed that it impacted on education, government ministries and parastatal services and operations, conferences, education, workshops, meetings, etc. Except mosques and Juma'at services (68.00%), farming and food production operations and services (65.53%), animal husbandry and herding (52.27%), fishing and fish farming (54.73%), and politics and politicking (49.93%), all other socioeconomic activities were picked by over 70.00% of the respondents.

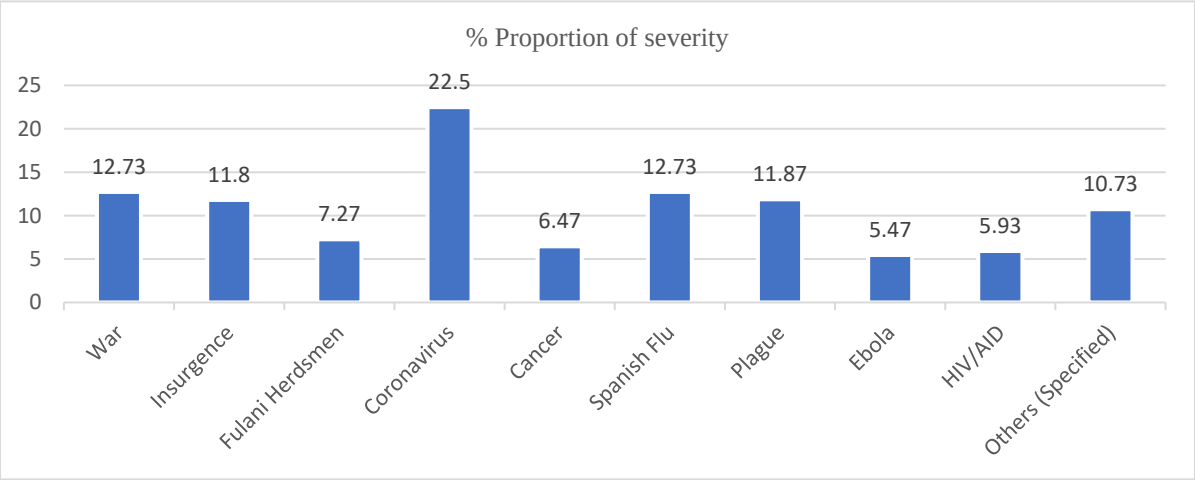
Table 1

Measures of impacts of Coronavirus on selected socioeconomic activities

Socioeconomic Activities	**Frequency**	**% Proportion**
Trade and commerce	1303	86.87
Transport and communication	1231	82.07
Education (Schools and colleges)	1500	100.00
Tourism and entertainment	1121	74.73
Free movement of people, goods and services	1331	88.73
Food and other consumptions at homes	1101	73.40
Industrial manufacturing, production and services	1411	94.07
Mosques and Jum'at Services	1002	68.00
Churches and Sunday Services	1082	72.33
Farming and food production activities	9837	65.53
Politics and politicking	749	49.93
Fishing and fish farming	821	54.73
Restaurants and bar services	1421	94.74
Hotel, motel and brothel services	1406	93.73
Government ministries, parastatal and services	1500	100.00
Income generation	1432	95.47
Social Interaction	1442	96.13
Waste generation and management	1212	80.80
Energy consumptions	1401	93.40
Conferences, workshops, meetings, etc. (local & international)	1500	100.00
Banking and Insurance services	1441	96.07
Others (Specified)	1500	100.00

Figure 1

Comparisons of the impacts of selected pandemic and war-like events on socioeconomic activities



The impacts on socioeconomic activities were compared with other selected pandemic and war-like events in the country (see Figure 1). Within such space of time, coronavirus (COVID-19) was identified as most severe by 22.50% of the respondents. It was only fairly closely followed by Nigerian civil war and Spanish Flu, 12.73% each.

The coronavirus and the lockdown posted unprecedented socioeconomic crisis across the world and played on the intelligence of the world's biggest intellects as they all professed failure in its face (European Centre for Disease Prevention and Control, 2020; Hamburg, 2021; WHO, 2020a, 2020b, 2020c). It is not mere fad, fallacy, nor ruse. It is national and international calls for retrospect.

The upshots on educational systems are equally significant. Table 2 outlines - responses of the 200 teachers and the 2,000 students sampled from six Nigeria tertiary institutions.

Table 2

Selected impacts of COVID-19 on education

Variable	Teachers/Lecturers		Students	
	Frequency	% Prop.	Frequency	% Prop.
Distorted curriculum	200	100.00	2000	100.00
Distorted extra-curricular activities	200	100.00	2000	100.00
Teaching methods	188	94.00	2000	100.00
Time constraints	200	100.00	2000	100.00
Teaching and learning flexibility	200	100.00	2000	100.00
Interrupted Terms/semester and sessional programs	200	100.00	2000	100.00
Literacy education	200	100.00	1894	94.70
Gender education (Bias)	188	94.00	1778	88.90

Variable	Teachers/Lecturers		Students	
	Frequency	% Prop.	Frequency	% Prop.
Informal education	178	89.00	1689	84.45
Entrance examinations /admission processes	200	100.00	2000	100.00
Fund/financing	200	100.00	2000	100.00
Introduction of new teaching method/platform (E-learning)	197	98.50	2000	100.00
Introduction to social vices	200	100.00	1876	93.80
Child labor	185	92.50	1893	94.65
Loss of jobs	189	94.50	1610	85.00
Loss of memory/Entry Behavioral prowess	177	88.50	1884	94.20
Unnecessary exposure to life risks	152	76.00	1764	88.20
Elongated session / additional session	200	100.00	2000	100.00
Inability to get promoted/graduated at the scheduled time	200	100.00	2000	100.00
Loss of opportunities	200	100.00	2000	100.00
Lack of leisure	181	90.50	2000	200.00
Missing school / government school feeding program	189	94.50	1844	92.20
Child abuse	187	93.50	1864	93.20
Lecturer/Teacher/instructor abuse	191	95.50	1324	66.20
Opportunity for personal research and development	200	100.00	1881	94.50
Missed shares of annual revenue from graduation week and college reunion programs	200	100.00	2000	100.00
Impact on local economies	200	100.00	2000	100.00
Schools/colleges hubs of social & human interaction for learning and development	186	93.50	1864	93.20
Life-long disadvantage from lost opportunities	179	84.50	1785	89.25
Increased student drop-out	186	93.00	1324	66.20
Unintended strain on health-care delivery system	200	100.00	2000	100.00
Early/unexpected marriage	174	87.00	1820	91.00
Others (Specified)	200	100.00	2000	100.00

Distorted curriculum, distorted extra-curricular activities, interrupted terms/semester and sessional programs, and others were selected by all the teachers/instructors and students alike, 100.00%. None of the predetermined impacts were picked by less than 66.00% of both categories of respondents (see Table 2). More than 1.2 million learners (from primary through secondary to tertiary institutions) were out of school. Education got paralyzed like all other sectors, where there were any forms at all, and the methods and or modes of teaching and learning got twisted: Online education/distance learning started to take over, that is, regardless of the plausibility of sustainability.

However, directly and or indirectly, the pandemic was not without some positive sides:

- The Federal Ministry of Environment activated environmental health desks in all the 774 Local Government Areas in the country to vigorously pursue grassroots advocacy; and health desks were also to offer guidance and counseling and disinfect all risk-prone areas.
- The FCT Administration proactively put in place additional 32-bed space in Gwagwalada Specialist Hospital and Karu General Hospital (for 300 patients) to attend to any emergency of symptomatic patients of the COVID-19 pandemic.
- The Nigerian National Petroleum Corporation donated an oxygen plant to the Gwagwalada Specialist Hospital. Some other private and public entities similarly sponsored healthcare delivery across the country.
- Some States directed officials of their State Emergency Management Agencies to distribute foodstuffs in their warehouses to mitigate the effects of the COVID-19 pandemic on the people of their states.
- The Central Bank of Nigeria urged the general public to limit their use of cash and avail themselves of the use of alternative payment channels such as mobile banking, Internet banking, Mobile money, Point of Sale, and Unstructured Supplementary Service Data (USSD).
- United Bank for Africa Plc. donated ₦1 billion to the Lagos State Government as part of its commitment to help curb the effects of the Coronavirus. This is also in fulfilment of its ₦5 billion commitment made by the Group's Chairman.
- The Honourable Minister of Communication and Digital Economy cleared the ground on the launching and implications of the Fifth Generation Mobile Networks (5G) and reiterated that "the desire for technological advancement will never be at the expense of the health and welfare of the citizens."

Notwithstanding the challenges, some opportunities, *New Normal* emerged as a panacea for curtailment of COVID-19 and impetus to sustainable adult education and for contemporary human living. Elaborate graduations that were unnecessarily draining the poor families were found to be absolutely unnecessary. Online teaching and learning are becoming popular despite the pronounced digital divide (Bozkurt et al., 2017; Council for Adult and Experiential Learning, 2014; Council for Adult and Experiential Learning and Western Interstate Commission for Higher Education, 2021; Li & Lalani, 2020).

Aderogba (2021) has outlined 10 opportunities in the circumstances of the COVID-19 pandemics. The goals, guiding principles, and strategies for community mitigation to reduce or prevent COVID-19 transmission among adult learners, instructors and their families (and, of course, entire nations) were indirectly realized (Aderogba, 2021). The mitigation activities were in conformity with the suggestions/recommendations of CDC (2020c) and WHO (2020b, 2020c): Individuals needed to follow healthy hygiene practices, stay at home when sick, practice physical distancing to prevent contagion and or lower the risk of the disease spread; and use a cloth face covering in community settings when physical distancing cannot be maintained (CDC, 2020c; WHO, 2020c).

There were many local traditional herbs of different communities that were resuscitated, reinvigorated, and brought into the limelight. Central to them is the use of the herbs in congruence with the Traditional Chinese Herbal Medicine (TCM) and Indian formulae (Mandal, 2020). In addition to these (and sometimes, as alternatives, at any suspicion of cold, flu, etc.), the combination of lemon peels, pineapple peels, ginger, red onion, and others were crudely researched in many communities. These are boiled and become ubiquitously used for the treatment. The top used TCM for COVID-19 treatment contains Glycyrrhiza, Poria cocos, Tangerine peel, Ophiopogon japonicas, Astragalus membranaceus, etc. (Aderogba, 2021; Mandal, 2020). The Traditional Medicine for a similar ailment is not significantly different (Aderogba, 2021). But from literature (Mandal, 2020) and grapevines, patients were often admitted to hospitals (except TCM and herbal medications are applied) and were primarily treated with western medicines as frontline treatment.

Conclusion and Recommendations

The challenges of the Coronavirus pandemic introduced *New Normal*. The *New Normal* is not peculiar to Nigeria but mandatory for sustainability in the human condition around the world. The needs arise to address the circumstances with a didactic model for prevention and sustainable living in the circumstances of COVID-19 in the contemporary Human Condition.

In addition to practicing the prevention tips, salient and relevant for planning for outbreaks are the followings:

- Meeting as a household or larger family to talk about who needs what, at least, twice a week.
- If there are people at a higher risk, immediately asking doctors what to do.
- Talking to neighbors about emergency planning; and joining a neighborhood group chat or website to stay in touch.
- Seeking community aid organizations or close alleys that can help with health care, food delivery, and other essential supplies.
- Making an emergency contact list. This must include family, friends, neighbors, carpool drivers, doctors, teachers, colleagues, security operatives, employers, and health department.
- Choosing a room (or rooms) where one can keep someone who is sick or who has been exposed separate from the rest of others in the house.
- Talking to the school(s) of the children about keeping up with assignments.
- Having a set-up from where you can work from home should the office be closed, or you intend to prevent the spread in the office.
- If one lives alone or intends to isolate in a lonely place, reach out to friends or family making plans for them to check in by phone or e-mail. There must be a way of communication.

There may not be any need to wear a face mask unless a doctor prescribes it, but it is safer to use one while outside regular places of abode, exposed to SARS-CoV-2 or have COVID-19, or as a health care worker or caring for someone who has it. For those sick with COVID-19 or suspected to have been infected, for curtailment, steps to prevent the disease from spreading to people in the homes and communities should be taken. If one suspected exposure to COVID-19 and developed a fever of 37.8^{O} or higher and symptoms, such as cough or difficulty breathing, calls should be made to a healthcare provider for medical advice.

There are now vaccines. Further explanations and education on these are beyond the scope of this work but it is desirable that the whole world takes it, and any side effect should be reported immediately when it is noticed.

There are tests to look for evidence of the virus in the upper respiratory tract. If it is there, the test is positive. A negative test could mean there is no virus or there was not enough to measure. That can happen early in an infection. There are home test kits for COVID-19, but they are fairly expensive and not commonly available in many communities.

People who get a mild case need care to ease their symptoms, like rest, fluids, and fever control. Over-the-counter medicines can be applied for sore throat, body aches, and fever. But aspirin should not be given to children or teens younger than 19 years old. The World Health Organization has also advised against the use of ibuprofen to treat COVID-19 symptoms. Those with severe symptoms should be cared for in the hospital.

Aside from the aforementioned, the WHO, CDC, NCDC, and others have massive data and information educating the public about the virus, its pandemic, and edification for prevention, curtailment and *First-Aid* for sustainable living in the contemporary human condition. It is desirable that the public get familiar with their publications on COVID-19 and similar pandemics.

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Dialogue-Based Education:
A Strategy for Empowering Young Adults in Fostering Entrepreneurial Mindsets

Isaac Kofi Biney

Abstract

Dialogue-based education can transform young adults to become entrepreneurs. The unemployment problem facing young adults seems insurmountable because Ghana's public sector is choked on providing job opportunities. Industries created in the 1960s have collapsed, and government job creation initiatives are yet to bear fruits. This qualitative study adopted purposive sampling procedures and interviewed four graduate students on potentials, challenges, and strategies for fostering entrepreneurial mindsets using dialogue-based education. Thematic and narrative approaches were adopted in analyzing the data collected. Results indicate that dialogue-based education empowers young adults to research needs; yet is not employed much. Faculty must adopt dialogue-based education to make young adults more entrepreneurial.

Background

Globally, the challenge of unemployment facing young adults seems insurmountable; governments in developing countries, in particular, need to formulate educational and investment policies to drive development. There is high unemployment among university graduates in Africa (Biney, 2018a, 2019, 2021; Nafukho et al., 2011). About 16 million people join the workforce yearly across Africa, with 83% unable to find jobs, and as a result, the unemployment rate is increasing every year (Ofori-Atta, 2021). Projections for Africa indicate that the proportion of young adults will be larger by 2035, and this presents both opportunities and challenges (Dadzie et al., 2020). Similarly, the economy of Ghana is going through challenges in providing jobs to young adults who make up 36% of the population, and 56% live in the urban areas (Dadzie et al., 2020). Young adults have no jobs, indicating that Ghana has not exploited the opportunities of youth bulge.

It is argued that dialogue-based education can make young adults become more resilient in challenging times for there are potential values in dialogue (Gerber, 2015). Again, developing learning activities, including entrepreneurship education to raise awareness, power, and praxis of people to become competent in innovating is the ultimate goal of contributing to self-employment (Castrechini, 2017). There is little doubt among educators that *doing* is the way adults learn anything, thus acquiring skills and attitudes (Vella, 2002). *Adults learn 80 percent of what they discover for themselves* (Gerber, 2015); hence adopting dialogue-based education can make young adults entrepreneurial. However, to be successful, young adults must make learning a lifelong venture. As young adults research start-ups of interest to them, there is the likelihood that they can surmount the unemployment challenge confronting them. The applicability of Freire's ideas about the importance of education as a dialogical process really enables young adults to develop a critical appreciation of society and how to act back on it (Shaw & Crowther,

2017). Hence, the aim of this study is to ascertain how dialogue-based education can empower young adults to become entrepreneurial in intentions and actions in their communities.

The dialogue-based approach to teaching and learning is what the researcher sought to explore and find out how it can aid young adults to foster an entrepreneurial mindset to create start-ups for themselves. The questions are: Is dialogue-based education employed in our learning settings? If yes, does it empower the young adults to research and question issues confronting them? Are young adults ready to take to entrepreneurship? Providing answers to these questions can stimulate today's young adults to think critically about their future and plan for them even as they learn in higher education institutions (HEIs). This study seeks to ascertain how dialogue-based education can stimulate young adults to take advantage of entrepreneurial opportunities in their communities to nurture enterprising mindsets and become self-employed. The researcher used four graduate students at the Department of Adult Education and Human Resource Studies, the University of Ghana for this study.

Framework

Freire's (1972) discourse on dialogue calls for problem-posing education frames this study. Dialogue is the encounter between men, mediated by the world, in order to name the word (Freire, 1972). Thus, 'dialogue' is liberated from the mundane to become a communicative medium that shares much with the guiding principles of adult education (Freire, 1972). Dialogue-based education engenders *equality* between facilitators and learners and can afford the latter opportunity to become actively involved in the learning endeavor in describing, analyzing, and taking decisions and actions to change their situations and conditions (Freire, 1972). Freire advocates that dialogue should be the medium of education, yet dialogue cannot exist where there is a 'banking' model of teaching and learning. There still exists 'banking' education where a superior figure delivers knowledge to a passive audience to digest the information without question (Freire, 1972). Freire argues that 'banking' education perpetuates the structures of oppression that lead to social exclusion. This appears the case of young adults who have completed universities but have no jobs. Problem-posing approaches to teaching and learning which emanates from dialogue-based education have the potential for young adults to become innovative as they question issues and nurture creative ideas to explore opportunities. In so doing, they are able to recognize unrecognized needs in their communities, tap into them, and create start-ups for themselves.

Hence *dialogue*, which is one of the three elements in adult learning, along with community and transformation, is fundamental to making a difference because the possibility that each person can say his or her word is by itself an act of creation that helps to better understand reality (Evans et al., 2016). Adult learning is transformative, both personally and socially (Freire, 1972; Tusting & Barton, 2006) because there is a sense of community, and students can retain more knowledge through dialogue education and better apply it to their life (Gerber, 2015). When mutual respect between facilitators and learners is observed in learning environments, young adults can deepen their interactions, networks, and partners, and collaborate to analyze their experiences, feelings, and knowledge of the world together. This makes young adults identify

their needs and strategize to address them. In Freire's pedagogy, when students dialogue, they acquire knowledge and skills which are shared cooperatively. In so doing, the young adults become *conscientized*, learn to think critically, research on needs of interest, and innovate to create start-ups to address their jobless situations. However, creating start-ups calls for not only capital which young adults cannot even access in real-time, but they must also be equipped with entrepreneurial mindsets to become self-employed. Building and equipping young adults with entrepreneurial mindsets, planning, and management skills can cushion them to transform their conditions, communities, and their economies as a whole.

Methodology

Participants

Participants for this study were four Master of Arts Adult Education students enrolled in a course titled *Adult Psychology and Andragogy* which the researcher facilitated. The participants were purposively selected for the study. The 4 graduate students were 3 males and 1 female. Their ages ranged from 30–35 years. This course was explicitly designed to broaden participants' knowledge of adult psychology to adult education. The participants being aware of employment difficulties confronting young university graduates, the researcher observed that they have the characteristics that this study requires, and thus, participate in the study.

Data Collection

The 6-item in-depth interview guide was developed and used to garner data from participants. The in-depth interview guide with questions that bordered on potentials, challenges, and strategies of fostering an entrepreneurial mindset using dialogue-based education were posed to the participants. However, probing or follow-up questions were asked when responses received were not satisfactory enough.

Procedures

The 4 Master of Arts (MA) Adult Education students were informed about the study by the researcher two weeks before the study was conducted. The participants agreed and willingly showed interest and participated in the study. The responses garnered were analyzed using computer software called NUD.IST. The responses were transcribed, reviewed, and checked for accuracy and completeness. Anecdotal evidence was used to triangulate the responses received, and insightful results garnered were used as anecdotal evidence to triangulate the responses received. The narrative analysis can have an emancipatory purpose (Case, 2005). The researcher also took a cue from qualitative researchers, including Creswell and Poth's (2018) steps in analyzing the qualitative data gathered. In-depth scrutiny of the data was undertaken by the researcher to arrive at final themes and subthemes. All quotations are presented verbatim to present a true reflection of the voices of the participants, and the final results are discussed.

This study centers on the following six research questions:

1. Is dialogue-based education employed in learning settings? If yes, explain how it empowers the young adults to research issues of interest to them.
2. Are young adults ready to take to entrepreneurship? If yes, provide reasons.
3. Explain the main obstacles to youth entrepreneurship in Ghana.
4. Are the challenges from the young adults, HEIs, or the government? Explain.
5. Can dialogue-based education propel young adults to become innovative in intentions and actions? Provide reasons.
6. How can facilitators employ dialogue-based education to stimulate creative thinking amongst young adults? Explain.

Results and Discussions

The researcher used narrative and interpretive approaches to present the results of the study. Six themes emerged from the data: dialogue-based education and research; young adults and entrepreneurship; obstacles to entrepreneurship; challenges to young adults, HEIs, and government; dialogue-based education, innovative intentions; and finally, dialogue-based education and creative thinking.

Dialogue-Based Education and Research

On dialogue-based education and research on start-ups, the participants indicated that dialogue-based education is not employed much in teaching and learning, but rather lecture method and note taking are mostly offered by lecturers. The participants indicated that whenever dialogue-based education and discussions are employed, it stimulates them, and it becomes easy for them to think and ask questions and seek clarification. A participant expressed it this way, “Dialogue-based education often stimulates me to research more on topics treated in class. It causes me to learn and garner more knowledge and understanding on topics treated in class. It also aids to continue to refine ideas I come up with to inform decision(s) I make or take, especially on start-ups to cushion my education.”

The results support the observations of Vella (2002), Evans et al. (2016), and Morales (2021) that dialogue-based education is a fundamental element in adult learning because learners get to see the immediate usefulness of new learning and apply it to improve their situations. And in this case, the young adults’ immediate need is jobs, and they have to learn and plan for jobs creation.

Young Adults and Entrepreneurship

On young adults and entrepreneurship, the participants indicated yes to their readiness for entrepreneurship. They, however, indicated that people are naturally risk-averse, but when a favorable business environment is created, and young adults are supported with capital, and also mentored, they would go into entrepreneurship. This result resonates with Gruidl and Markley’s (2014) assertion that when people are supported with funds and encouraged and provided with entrepreneurial education, they will learn to recognize unrecognized needs and opportunities in

their communities and create jobs for themselves. The result similarly ties in with Dodson et al.'s (2019) observation that students need to become an entrepreneur. In this critical time where access to the job is a challenge, young adults necessarily have to learn to become entrepreneurs.

Obstacles to Entrepreneurship

On obstacles facing young adults engaged in entrepreneurship, the participants enumerated several. All the participants were in agreement that lack of funds for startups, unfavorable legal environments and education systems, and lack of advisory and technical support to mentor them constitute obstacles to fostering entrepreneurial mindsets. The result confirms Abor and Quartey's (2010) assertion that lack of financial support and managerial talents are some of the major problems confronting budding entrepreneurs in Ghana. Indeed, young adults seem to bubble up with ideas but lack the critical funding to unearth their entrepreneurial potential.

Challenges from Young Adults, HEIs and Governments on Entrepreneurship

As to whether challenges in entrepreneurship emanate from young adults, HEIs or governments, the participants indicated all parties contribute to challenges in entrepreneurship in Ghana. Participants indicated that young adults are desirous to take up entrepreneurship and some do get support from their parents in this direction, but many others are into "get rich quick" mindsets, and that is a challenge. Participants added that the universities are not providing the required environment for nurturing entrepreneurial mindsets. Entrepreneurship has not been made a cross-cutting course in most programs read at the universities in Ghana. The participants further added that government appears to concentrate much attention and support on young adults in the urban centers to the neglect of young adults in the grassroots communities.

Dialogue-Based Education and Innovative Intentions

On whether dialogue-based education propels young adults to become innovative in intentions and actions, the participants indicated that the back and forth, in terms of answers to questions, lead to sharing of ideas not only between young adults and facilitators but amongst themselves. This approach of facilitation and learning, according to the participants, leads to active engagement resulting in what they describe as "joint planning" and idea sharing which empowers and stimulates young adults to become entrepreneurial. After all, Scarborough (2012, as cited in Biney, 2021) observes that young people see entrepreneurship as an ideal way to create their own job security and career success. Hence, young adults are to be supported to become entrepreneurial.

Dialogue-Based Education and Creative Thinking

In terms of facilitators adopting dialogue-based education to stimulate young adults to think and address their needs, the participants said that dialogue-based education promotes discussions and group work. Participants added that facilitators should promote student-centered teaching and learning as they adopt more dialogue-based education approaches in their facilitation. Resource persons are to be invited to facilitate entrepreneurship in a practical approach to young adults;

after all, entrepreneurship is not a genetic trait; it is a skill that is learned (Scarborough, 2012, as cited in Biney, 2021). More internships and attachments are to be provided during long vocations for young adults to learn basic skills in entrepreneurship.

Conclusion

The paper explored the contributions of dialogue-based education to making young adults foster entrepreneurial mindsets even as they learn in HEIs. The study sought answers to six (6) research questions posed to four (4) graduate students reading Adult Education at the University of Ghana. The results were presented thematically and provide ample testimony to the fact that young adults are desirous to go into entrepreneurship but need support and entrepreneurial education. Hence HEIs and government must as a matter of policy make entrepreneurship a cross-cutting course. The government should provide the needed financial, technical, and enabling business environment and supports to make entrepreneurship a more attractive field to young adults. Faculty must adopt dialogue-based education approaches in their facilitation to enable young adults to think critically and become more imaginative with initiatives. In so doing, the innovative ideas fostered would make young adults entrepreneurial in intentions and actions.

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Does Science Help in Understanding Trauma-Related Behaviors in the Adult Student?

Joan Buzick

Abstract

Faculty are the face of the college to adult learners. There is a belief that the instructor can undertake efforts to support students who are struggling due to trauma. Trauma-informed workshops provide a scientific perspective. A study investigated faculty knowledge, attitudes, and beliefs about the benefits that science can contribute. Initial findings indicate favorable attitudes that science can help faculty in understanding student behaviors. Faculty hold beliefs that science can inform instruction.

Background and Problem

Faculty are the face of the college to adult learners. There is a belief that the instructor can undertake efforts to support students who are struggling due to trauma (Bohannon, et al., 2019, November). Evidence exists that faculty are motivated to learn more about adult learners and modify their instructional activities to better serve the student (Brinthaupt & Eady, 2014). The components of trauma-informed programs provide a general overview of trauma, discuss college policy and resources related to trauma, and provide basic content about the trauma's biopsychological foundations. It is generally believed that science (which is referred to as biopsychology and science in this paper) can add greatly to faculty knowledge about trauma and its effects on learning and improving instructional practices. However, contrary to this belief, scientific findings related to learning, in general, have been slow to be adopted or integrated into instructional teaching practices despite strong advocacy for its integration (Hook & Farah, 2013: Zadina, 2015).

The study discussed in this paper (Buzick, 2019) investigated faculty attitudes and beliefs that science can be informative in understanding trauma as it relates to student behaviors and instructional practice. A second question asked whether attending a trauma-informed workshop does increase the level of faculty biopsychological knowledge. This initial investigation, with a focus on trauma, may offer suggestions for the design of trauma-informed workshops. The results may also be a stepping-stone for applying science into instructional practices overall.

Trauma-Informed Programs

Trauma-informed professional development sessions contain components that include: the definition of trauma, a discussion of trauma-related student behaviors, a discussion about ways to respond to students, and resources available on college campuses. In their presentation *Trauma-informed Care on College Campuses* presented at the annual meeting of the American College Health Association (May 2015), Hoch offers a definition of trauma as "an experience in which a person's internal resources are not adequate to cope with external stressors" (Hoch et al., 2015, slides 22- 46). The authors present factors associated with trauma such as adverse childhood

experiences (ACEs), sexual assault, racism, poverty, and active military service and data on the prevalence of trauma across the general population and the percentage of college students reporting having experienced a traumatic experience over their lifetime (Davidson, 2017). Also interwoven in these workshops is an introductory level explanation of the biopsychological responses to trauma.

The Science

Trauma-informed programs contain human biological information including biochemical and biological structures and systems that are affected in times of stress and overwhelming experiences. Fundamental brain structures are involved in the reception and processing of sensory information to detect threats and keep a person from harm. A primitive biological network is activated by a handful of endogenous (natural) chemicals such as cortisol, adrenaline, oxytocin, and opioids. These chemicals when activated stimulate brain areas including the amygdala, hippocampus, hypothalamus, and the hypothalamic-pituitary-adrenocortical (HPA) axis (Phillips et al., 2006).

For example, sensory information (sight, sound, tactile, taste, and smell) is received by the hippocampus, which is involved in memory. The hippocampus then communicates to the amygdala, a structure that determines the threat level. The amygdala attaches a fear value to the information (Redondo et al., 2014) and then relays the information to the adrenal gland through the hypothalamic-pituitary-adrenocortical axis (HPA) which then releases adrenaline and then cortisol. Cortisol causes muscles to tense to prepare the body to fight or flee. When adrenaline is released, it signals the body to be on alert and sends signals to activate cortisol. The chemical information is also sent to the prefrontal lobe which is involved in self-regulatory abilities. If the threat is not overwhelming the prefrontal lobe will control the reaction. If the threat is overwhelming the prefrontal lobe becomes inactive and the survival reactions overtake any rational thinking. Trauma can cause the biological system to be dysregulated and constantly on alert. Therefore, any additional threat can interfere with the ability to reason.

In a classroom, the level of a threat already elevated may increase and exacerbate the biological responses, especially with additional stresses such as testing or being called on to respond. In such cases, an instructor may perceive that a student is unable to think or is wanting to start an argument, when in fact, the student's body is in a high state of threat. In essence, discussing the biological components in a trauma-informed workshop is done so to express how a student's behavior can be under the control of an overwhelmed biological system. Even though there is science available to describe the effects of trauma, it is not known whether this biological knowledge is effective in helping faculty understand student behaviors or whether the information can be applied to instructional purposes. This paper is a summary of an initial investigation into this topic.

The Context for the Study

The participants in this study were higher education faculty drawn from a four-year private university located in New Jersey. The university had a student population of 10,162 and 1,300 faculty from multiple campuses. A total of 46 people registered and attended one of four trauma-informed workshops. Faculty received email invitations to attend a trauma-informed workshop sponsored by the Center of Faculty Development and the College of Education and Human Services. Initially, two workshops were scheduled in October 2018. Attendance at these workshops was lower than anticipated as they competed with other professional development activities. In order to gain a larger sample size, two more workshops were presented. Attendees for the third workshop were graduate student writing instructors who were asked to attend. The final workshop was presented to graduate students who served as adjunct instructors. Upon arrival, registrants were asked to participate in a voluntary pre- and post-workshop survey administered in paper and pencil format. Immediately following the trauma-informed workshop, participants completed the post-workshop survey. In total, 34 faculty completed both surveys.

The Workshop

The trauma-informed workshop was based on the *Trauma-Informed Care on College Campuses* presentation delivered at the annual meeting of the American College Health Association, held in Orlando, Florida (Hoch et al., 2015). The workshop was comprised of an introductory section that offered a definition and prevalence of trauma among college students, and an overview of the impact of trauma on mental and physical health. Part two presented the scientific aspects of trauma. However, science was also integrated throughout the workshop. The third section discussed trauma-related behaviors in the college student population. The final segments included a discussion of two case studies, college policies, and resources.

The Survey

The pre-and post-workshop surveys developed by the researcher consisted of 25 and 28 items, respectively. Multiple-choice items had four response choices, which included one correct answer, two distractor choices, and an "I don't know" choice. Distractor responses are incorrect alternatives intended to be plausible for respondents with lower knowledge (Testa, Toscano, & Rosato, 2018). The following are two examples of biopsychological knowledge items. The answers are in parentheses.

> Example 1: "Under threat, the emotional brain "grabs control" of the sympathetic nervous system causing the person to respond with reactions commonly associated with trauma. These reactions are the _____, _____ (fight, flight) mobilization system or the _____ (freeze) immobilization system."
>
> Example 2: "A person experiencing trauma can underreact due to _____ (opioids), the body's natural pain killer."

Sections 2 and 3 of the survey gathered perceptions of the benefits of biopsychological knowledge, which was defined as "How brain structures, neurochemicals, and other aspects of

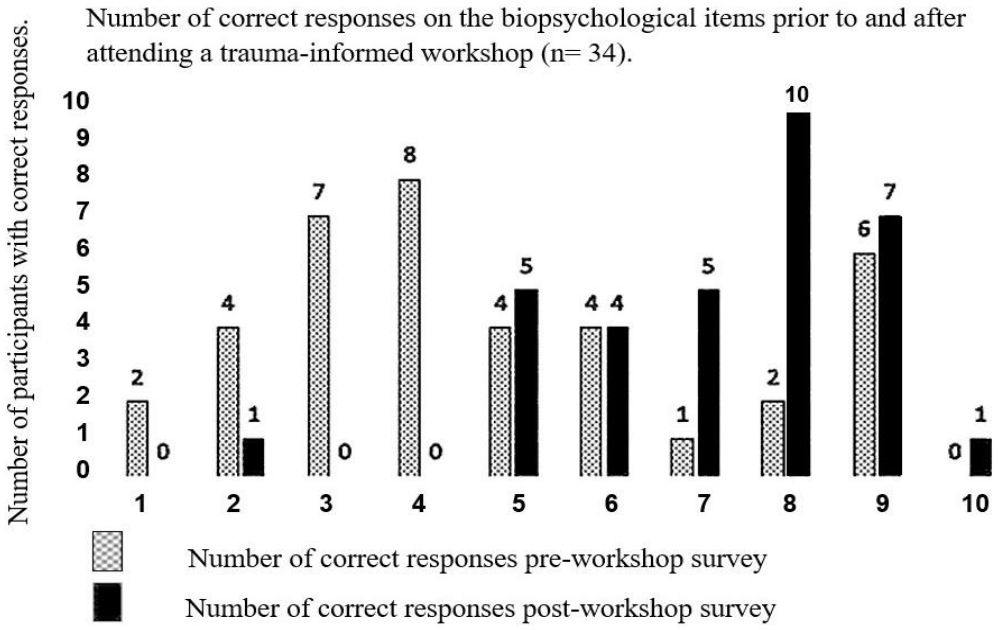
our biology influence behaviors, thoughts, and feelings." The survey included two statements, "I believe that knowledge about biopsychology informs my attitudes toward students who have experienced trauma." and "I believe that knowledge about biopsychology informs my teaching practices." A five-point Likert scale of "strongly disagree," "disagree," "neither agree nor disagree," "agree," and "strongly agree" was utilized. The final section gathered demographic information and included the question, "In the past two years, not including this year, have you attended a workshop or read literature on trauma?" Two items assessed in the post-workshop survey gathered participants' overall opinions of the trauma-informed workshop. The statements were, "After attending this workshop, I believe my knowledge about working with students with trauma has increased." and "After attending this workshop, I am interested in learning more about trauma-informed classroom practices."

Results

Knowledge

Seventy percent of the participants indicated that they had not attended a workshop or read literature on trauma within the last two years prior to attending the workshop. The results of the pre-post survey indicated that after attending the trauma-informed workshop there was an increase in the number of correctly answered biopsychological knowledge items. Figure 1 shows the number of correct responses, by the participant, on the pre-and post-workshop survey knowledge items.

Figure 2
Effects of the Trauma-informed Workshop



The pre-workshop survey results show that 13 faculty (38%) correctly answered 6 out of the 10 knowledge items. The mode, the most frequent number of correct responses, was 4. The mean score was 4.35 (SD= 2.12; n= 34). After attending the trauma-informed workshop, 27 faculty (79.4%) correctly answered 6 of the 10 knowledge items, with a mode of 8. The mean score was 7.06 (SD= 2.00; *n*= 34).

A Favorable Attitude Towards Science

Before attending the trauma-informed workshop, most of the faculty 65% (*n*= 34) agreed or strongly agreed with the statement that biopsychological knowledge of trauma informs their attitudes towards students who had experienced trauma. The data suggest that before attending the trauma-informed workshop, faculty attitudes were favorable toward science in understanding students' behaviors. The post-workshop data shows a slight increase in favorable attitudes, as indicated by the percentage increase in the agreement categories of "Strongly Agreed" or "Agreed" from 65% to 74% (*n*= 34). The category of "neither agree nor disagree" decreased from 18% to 9%. The categories of "Strongly Disagree" and "Disagree" combined remained at 18%; however, the category "Strongly Disagree" increased by one response to 12%, while the "Disagree" category was reduced by one response to 6%. This negative move suggests that for a minority of faculty, science does not influence their views about understanding student behavior related to trauma. (Numeric data appears in Table 1).

Table 1

Numeric summary of pre- and post-workshop survey responses to the statement, "I believe that knowledge about biopsychology informs my attitudes toward students who have experienced trauma." (n= 34)

	n	*n*
Strongly Agree	7	8
Agree	15	17
Neither Agree nor Disagree	6	3
Disagree	3	2
Strongly Disagree	3	4

Beliefs about Practice

The pre-workshop survey shows a small majority of participants (56%) responded they "Strongly Agree" or "Agree" with the statement that knowledge about biopsychology informs their teaching practices. Twelve percent indicated they "Neither Agree nor Disagree" with the statement. Twenty-one percent (21%) of the respondents selected "Strongly Disagree," and 12% chose "Disagree." After attending the Trauma-Informed workshop, responses demonstrated an increase in agreement in the aggregated categories of "Strongly Agree" and "Agree" (pre-workshop response rate of 56%, post-workshop response rate of 71%). Responses in the categories of "Strongly Disagree" and "Disagree" moved toward more neutral and positive responses as the "Neither Agree nor Disagree" category increased from 4% to 7%. No

respondents selected the "Disagree" choice. The category "Strongly Disagree" decreased from 12% to 9%. Table 2 provides a numeric view of responses. As also seen in the data on faculty attitude, a minority of faculty maintain that biopsychological knowledge does not inform their teaching practices.

Table 2

Numeric summary of pre- and post-workshop responses to the statement, "I believe that knowledge about biopsychology informs my teaching practices." (n= 34).

Response Choice	Pre-workshop	Post-workshop
	n	*n*
Strongly Agree	3	8
Agree	16	16
Neither Agree nor Disagree	4	7
Disagree	7	0
Strongly Disagree	4	3

Perceptions of the Trauma-Informed Workshop

Workshop attendees were asked to respond to two additional items on the post-workshop survey to assess the overall value of attending the Trauma-Informed workshop. Responses reveal the ratings were highly positive. Responses to the statement "After attending this workshop I believe my knowledge about working with students with trauma has increased" showed that 85% of the workshop attendees selected "Agree" or "Strongly Agree," 9% selected **"**Neither Agree nor Disagree" and 6% selected "Strongly Disagree." The second statement was "After attending this workshop, I am interested in learning more about trauma-informed classroom practices." The responses were favorable with 82% selecting "Agree" or "Strongly Agree" 9% selecting "Neither Agree nor Disagree," 6% selecting "Disagree," and 3% selecting the category of "Strongly Disagree."

Discussion

The study suggests that faculty who attend a trauma-informed workshop tend to have favorable attitudes that science can increase their knowledge and that science can inform their instructional practices. As a result of attending a trauma-informed workshop, the attitudes and beliefs about the benefits that biopsychological knowledge can yield were even more favorable. However, there were consistently three responses from the pre-post surveys that strongly disagreed and remained in strong disagreement that biopsychical knowledge could help them understand student behaviors or could inform instructional practice. This may have been a result of attendees from the third session "being asked" to attend the workshop.

Overall, the findings support the value science adds to trauma-informed workshops. The results are important because an effective and efficient workshop can be respectful of faculty time and inform faculty about employing or modifying practices to be more helpful to students. While all students will benefit from faculty knowledge, the benefits of this information will be available to

the adult learners, many of whom come to college already facing stressors, and these stressors will likely be increased due to their academic pursuits. A significant number of adult students demonstrate trauma-related behaviors and face life situations that can be potentially overwhelming to the body. Some adult learners may not have experienced trauma; however, their biological systems may be highly sensitive to stress due to biological gene transference.

The study was an initial investigation of faculty at one university with results reflecting a small number of faculty views and knowledge gained from a trauma-informed workshop. Building upon this research with a focus on a specific population will yield more robust information that can positively alter trauma-inform workshops for faculty seeking to help the adult learner.

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Strengthening Resiliency During Stress in Adulthood

Patricia Coberly-Holt and Lynn Roberts

Abstract

This chapter focuses on overcoming personal stress during times of multiple stressors and following traumatic incidents and assisting adults who may or may not realize they are dealing with and succumbing to stress will be a major focus. Experiencing trauma is a given in current times. As a country and even globally, we have experienced a long pandemic and the fear that comes with attempting to remain well; lack of resources such as toilet paper and rapidly rising prices. There are adults around the world who are overwhelmed and experiencing symptoms of stress, many of that are not sure how to get out from under the weight that they are experiencing. This chapter begins with the current ubiquitous state of adult stress, trauma often leading to stressful emotions, followed by the resiliency and how to increase one's own resiliency as well as help others identify stress and stress inducers and begin to mitigate the symptoms.

Introduction

Prior to the COVID-19 pandemic, Gray (2015) stated that there was an increase in diagnosable mental health problems and a decrease in the ability of young people to manage stress including managing everyday issues that adults encounter routinely. He concluded that "we have raised a generation of young people who have not been given the opportunity to learn how to solve their own problems." On his blog, Gray provided examples of a student who felt traumatized because her roommate called her by a derogatory name, and two others who saw a mouse in their off-campus apartment and sought counseling over the issue.

Some say that as a global society we are experiencing one of the most stressful times in recent memory (Dhaheri, 2021). The COVID-19 pandemic stressors heightened the effects of the already severe stress loads being experienced by many (Engert et al., 2021). During this lengthy global pandemic, we have witnessed business and social shutdowns that have left us isolated in our homes without the ability to visit family and friends in person, we have lost loved ones and been unable to say our last goodbyes or attend their funerals, and elementary through college courses were transitioned from in-person to online and back again with little warning.

A press release from the American Psychological Association reported that in the United States, 48% of millennials, 14% of boomers, and 3% of older adults responded to a survey that with the stress added by the COVID-19 pandemic they struggle to even make basic decisions such as what to wear, highlighting that the burden of stress is not equally borne among the generations (2021). However, higher levels of coping skills were found to contribute to significantly reduced psychological issues such as stress, anxiety, and depression among college students in China (Cao et al., 2020), the United States (Tull, 2020), and Switzerland (Elmer et al., 2020) related to the COVID-19 pandemic.

Trauma and Stress

Trauma is any experience in which a person's internal resources are not adequate to cope with external pressures (Hoch et al., 2015). It can be something major, like a divorce, car accident, death of a loved one, or fighting in a war. Stress can also be caused by an event that might be considered more of a day-to-day event to others, but due to the number of small pressures or even build-up over time, can seem overwhelming. The effects of childhood trauma can pour into adult lives, especially when the stressors are not minimized and resilience promoted during early years (Rubin, 2018). Rubin warns that without a loving, caring, and nurturing parent or other supportive significant adult who continues to promote resilience through teaching skills and strategies during childhood, the child will struggle to become a resilient adult (2018).

Trauma leads to stress. When faced with stressful situations biological systems take over to identify and determine the magnitude of the threat by generating an appropriate response to remove or escape the threat (Rubin, 2018). According to Rubin, psychological states of anxiety, depression, obsessiveness, fear, and panic are emotional reactions to trauma or stress. Stress can lead to the development of both physiological and immunological problems that may develop into adverse health effects which affects one's quality of life, productivity, happiness, and shorten one's lifespan (Rubin, 2018).

"One's stress levels, wellbeing and perceived quality of life have been identified as negative predictors of success and may impair a student's ability to learn or an older adult's ability to complete quality work" (AACP Report, 2018; Gray, 2015). More than an adverse state, and chronic exposure to high levels of stress is found to have a causally involvement in the development of mental and physical disease (Engrte et al., 2021).

Identifying Personal Stress Inducers

As adults, we vary in the amount of stress that we can individually manage at any one time. Hull University Teaching Hospitals (2021) describes this differentiation with the help of a bucket analogy: "We all have stress *buckets* of different sizes, and so we vary in how much stress we can individually manage. Equally, an event that we find very stressful, someone else might find only slightly stressful or not stressful at all. This is ok – we are all different" (p. 1). The effects of stress and high variability of reactions and outcomes is the result of multiple factors including genetic, epigenetic, environment, and one's personality traits (Rubin, 2018).

Research suggests that there are reliable associations between individual responses to stress, resiliency, and personality traits. For example, of the big five personality traits [extraversion, neuroticism, agreeableness, conscientiousness, and openness to experience], resilient individuals tend to exhibit higher levels of extraversion, openness, agreement, and conscientiousness, and lower levels of neuroticism (Oshio, 2018). Multiple studies have consistently "identified neuroticism as a predictor of maladaptive psychological functioning and stress" (Payakachat et al., 2014).

Reducing / Lessening Stress

Do not allow your stressors to linger; ignoring the problems will not help. Instead, figure out what needs to be done, plan, and take action (Mayo Clinic Staff, n.d.). Remaining mindful—the basic human ability to be fully present, aware of where we are and what we are doing and not being reactive or overwhelmed by what's going on around us—is crucial but involves intentional work on our part.

The Mayo Clinic Staff (n.d.) stresses that we need to take care of ourselves and tend to our own needs and feelings, including participation in activities and hobbies that we enjoy. When we are experiencing the effects of stress it is important for us to restore our internal equilibrium, even if only for the short-term in the moment, and then we can work on the issues creating the stress in the long term. Whether we are experiencing a stressful environment or not, we should take a minute occasionally to assess where we are at on the stress scale. There is no individual, comprehensive tool or resource that supports wellbeing. Researchers, medical personnel, counselors, and others have provided us with a plethora of intrinsic and extrinsic self-care stress-reducing activities. What works for one person may only cause stress for another.

There are several ways to reduce stress at the moment. One technique is to ask and reflect upon a set of three questions to identify the presence of stress and consider how it might be reduced in the moment and long term. To stress a positive mindset, ask what is going well in my life first. Next, what is causing me emotional/physical stress at this time? Lastly, what can I do to alleviate negative feelings?

Once stress is acknowledged and lessened for the moment, it is important to determine the cause(s) of the stressors and create a plan on how to alleviate these negative feelings. There are two categories of coping strategies: emotion-focused coping, which aims to lessen or reduce adverse emotional reactions to stressful events, and problem-focused coping, which targets the root causes of stress to reduce stress and its impact.

Resilience

Although there is no consistent definition for resilience in the literature, most researchers agree that it involves an individual's capacity to rebound and adapt from adversity or stressful situations. Achieving a positive outcome when facing adversity involves more than overcoming adverse factors, but also rising above the traumatic experience(s) and adapting to a revised reality; thereby, going on to impact society in a positive manner (Rubin, 2018).

Resiliency is linked to good mental health (Davydov et al., 2010; Hu et al., 2015) and can help protect an individual from illness and various mental illnesses such as depression and anxiety and can influence success in education, employment, and other pursuits (Mayo Clinic Staff, n.d.).

Any type of calming activity can reduce stress for the moment. Once a method to calm an individual down has been found, we can reflect on what has helped us relieve stress in past

similar situations when we were feeling the pressures of stress and try the formerly successful technique again. Activities may involve reading a book from one's favorite genre, painting, going for a walk, baking, listening to music, chatting with friends, working in the garden, or anything the individual has discovered they enjoy and helps them breathe easier and slow a pounding heart. In addition, research suggests that mindfulness and meditation promote better retention of knowledge, change neuronal pathways in the brain, and decrease stress and anxiety" (AACP, 2018; Cohen, 2006; Davidson et al., 2003; Desrosiers et al., 2013).

There are times that there is not any time for extended intensive activity. This is when a quick calming activity for the moment is more appropriate. Again, the list of options is extensive. There is a variety of breathing exercise techniques; many are so undetectable it is possible to conduct this type of self-care while sitting in a classroom or committee meeting without anyone realizing what is happening. One of the better-known breathing activities involves breathing in deeply for a count of four, holding for a count of four, and breathing out for a count of four. While some find a warm cup of herbal tea helpful, others may go for a short walk in their work area.

Positive feelings may defend against the negative physiological consequences of stress before, during, or after symptoms associated with stress are identified (Pressman & Cohen, 2005). In a study by Kraft and Pressman (2012) that trained participants to produce a Duchenne-smile, a genuine smile that activates zygomaticus major muscles around the mouth and orbicularis oculi muscles around the eyes, they tended to display lower heart rate levels during recovery than a standard smile group which only activated the muscle surrounding the eye, indicating that sincere smiles may be more effective for stress recovery than standard smiles which only activates the muscle surrounding the eye. This indicates that producing a Duchenne smile has the potential to lessen the physiological symptoms of stress in the short term.

Building and Coaching Resilience

"Corporate America has recognized the benefits of supporting/providing resiliency skills, particularly yoga, meditation, and mindfulness for its own employees" (AACP, 2018). By understanding and recognizing the signs and symptoms of stress, it is possible to respond to others dealing with stress. Strategies of aiding others include offering guidance on how to deal with trauma and stress, developing and sharing an optimistic outlook on life, demonstrating a sense of humility, encouraging a sense of humor, and being a role model.

Rubin (2018) explains how we can apply these understandings of reducing stress and chronic stressors to aid others in enhancing their resilience, which will assist them in becoming more self-respecting, respectable, and better able to contribute to society. To build resilience one must first become aware and examine the issue, develop a vision for the future, become determined, and find and take advantage of the available resources to make necessary changes to break out of the cycle (Rubin, 2018). "Positive emotions can affect cognitive and behavioral skills that build coping skills and positive mental health (Fredrickson, n.d.).

Longer Term Stress Reducers

According to Jakobsen et al. (2020), loneliness is strongly associated with higher levels of anxiety and depressive symptoms, making it important to break the social isolation cycle and find opportunities to connect with others. The Mayo Clinic Staff (n.d.) suggests intentionally doing at least one thing every day that provides a sense of accomplishment and purpose. In addition, reminding oneself that this emotional state will not last can help lead us to remain hopeful and look toward a positive future. Referring to logotherapy, the notion of finding meaning and purpose in one's life is one of life's most important and powerful motivating forces (Rubin, 2018).

Summary

Whether dealing with a global pandemic or not, life is full of stress. Resilience involved behaviors, thoughts, and actions can be learned and developed in anyone—at any stage of learning and life (American Psychology Association, n.d.). There are global examples of resilience throughout history. Survivors of World War II and the holocaust demonstrate the power of resilience. While some in concentration camps gave up, others were determined to survive despite the horror of their circumstances (Rubin, 2018).

"The capacity to experience positive emotions may be a fundamental human strength central to the study of coping and survival, optimizing health and wellbeing and human flourishing" (AACP, 2018, p. 863). What works for one person may only create additional stress for another. By searching a variety of strategies and techniques, everyone can find a way to calm themselves and build resiliency.

Regularly practicing stress management and relaxation techniques such as yoga, meditation, prayer, listening to a favorite genre of music, or whatever is effective for the individual on a regular basis can be helpful in calming one before the point of allowing stress to overcome and overwhelm us.

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Talking Back: Testifying as an Act of Resistance and Healing for Black Women Survivors of Prostitution

Amelia B. Cole

Abstract

A matrix of oppression (race, class, gender, and sexuality) can shape a Black woman's life in multiple ways, such as prostitution. Black women learned to express their resistance in a narrative form of opposition, referred to as talking back (hooks, 1989). The marginalized could have an opinion or dare to disagree with an authority figure. This dialogue is a facet of Black Feminist Epistemology and can occur in the form of a testimony. The sexual abuse and prostitution of Black women have their foundation in slavery and are embedded in the culture of the U.S. This ongoing practice of domination, racism, sexism, and class exploitation is at work daily in the lives of Black women.

Introduction

Have you ever been in a situation where you did not agree with someone, maybe with your boss or coworker, and once you got with someone else, you were able to talk about it and vent? When things anger you, having someone as a sounding board to talk about the situation can heal. Sometimes, a listening ear is a calming effect and self-healing.

Marginalized individuals have learned to express their resistance in a narrative form of opposition, referred to as talking back (hooks, 1989). In talking back, the marginalized could have an opinion or dare to disagree with an authority figure. This dialogue is a facet of Black Feminist Epistemology, and it can occur in the form of a testimony. The testimony, rooted in the Black church, is “to bear witness, to bring forth, to claim and proclaim oneself as an intrinsic part of the world” (Taylor, 2002, p. 150). Testifying will shift the focus and power from the researcher to the participant. Times of testimony can be self-healing by encouraging and empowering Black women. This opportunity to talk back can be given to research participants through interviews. Scholars have documented the therapeutic value of interviews performed during research, such as catharsis, a sense of purpose, self-awareness, empowerment, and healing (Taylor 2002).

For this study of Black woman survivors of prostitution, the structural inequalities in our society have been a matrix of oppression resulting in prostitution. Just like having a sounding board, talking back or testifying can be an act of resistance and healing.

> I want to open with a quote:
> The most disrespected person in America is the Black woman.
> The most unprotected person in America is the Black woman.
> The most neglected person in America is the Black woman. (Malcolm X, 1962)

The Black woman is seen as sexually vulnerable and unprotected. The idea that the Black woman's body is seen as property, disposable, and un-rapeable (Kendall, 2020) is embedded in the institutions of our society. This cultural, racist, and sexist ideology saturates our daily lives over the radio, television, and print to the point they have become hegemonic. When the Black women's body has been treated this way for generations, it is not surprising that the Black woman begins to believe it, and no one questions it.

The Fifth International Conference on Adult Education (1997) addressed adult learning, gender equality and equity, and women's empowerment. This essential theme speaks to the limitations that prevent women's access to intellectual resources and empowers women to become fully active collaborators in social transformation. The focal point of this theme communicated for women to contribute to society, they must have equal opportunity in all aspects of education. However, when circumstances include social isolation where you lack access to knowledge and information, you are withdrawn from making any decisions within the home and eventually have little control over your body or life (Fifth International Conference on Adult Education, 1997). The passage describes how the importance of survival becomes an obstacle to education for poor women. It is known that continuing education is essential for getting better employment, and being employed is vital for surviving. When unemployed as a Black woman in a patriarchal system living in poverty, isolated, with no access to knowledge, prostitution becomes a viable option. For the Black female survivors of prostitution included in my research, the interlocking systems of oppression of race, class, gender, and sexuality dominated their lives.

Personal Context

As a Black woman growing up in a community of poverty, like the former prostitutes of my study, my parents were being paid low wages that kept them in poverty, living in the ghetto, and barely surviving. In addition, either one or both of our parents used alcohol as a coping mechanism, and gender-based violence was prevalent in the home. As Black women, we believe the lie that our body was property, disposable and un-rapeable. The thoughts of being taken advantage of on any day cause a deep-seated fear of men that frequently appeared in my dreams. The dreams I have tried to silence over the years. One dream in January 2019 played out like a movie before my eyes. The dream was a story of a spiritual Black woman, faithful and loving to her husband. Three White men approached the Black woman, her husband beaten and left for dead. She was then taken into slavery and prostitution. While the movie/dream lasted only a few minutes, it showed what seemed to be years of her life after the abduction and living the life of a prostitute. I awaken angered.

I do not know where my dreams will go from here. I just want to sleep peacefully at night. I desire to encourage and empower Black women. There is a need for Black women to recognize their own separate identities and not see themselves through the eyes of others. Unfortunately, for Black women, "if we do not define ourselves for ourselves, we will be defined by others – for their use and to our detriment" (Lorde, 1978, p. 31). Lorde explains that when Black women become self-defined, they become complete and empowered, which is our right and responsibility.

Theoretical Context

The theory utilized for this study should be inclusive and address the needs of Black women. I will be utilizing Collins's (2000) Black Feminist Theory (BFT) and Wenger's (2002) Communities of Practice (CoP).

BFT recognizes the humanity of the Black woman and privileges our experiences (Esposito & Evans-Winters, 2021). BFT maintains that violence against Black women is more than a problem of sexism, but a problem of interlocking oppressions of race, class, and gender (Collins, 2004; Crenshaw, 1995; French, 2013). Addressing the interconnectedness of these interlocking oppressions is a hallmark of Black feminist thought. Before becoming aware of these interlocking oppressions, the Black woman focused on simply surviving. But with the awareness, their lives are changed forever. Addressing these conditions that subordinate and marginalize Black women will empower Black women and promote social justice (Collins, 2000).

In drawing on CoP, I will connect the learning theory of CoP to the meaning-making experiences of the Black female survivors of prostitution in this study. CoPs are groups of people who share a concern, a set of problems, or a passion for a topic. The CoP represents an informal learning organization whose members enjoy what they do and learn how to do it better as they regularly interact with other members of their CoP (Wenger, 2002). Wenger explains that CoP was initially developed to promote self-empowerment and professional development. In this study, I will focus on the self-empowerment aspect of CoP. The rationale for utilizing CoP will be to explore the Black female prostitutes' learning environment or any CoP for which the participants may be involved and how their participation influences their survival of prostitution.

Problem Statement

At the foundation of any oppressive system is an unjust situation where one group dominates and denies another group access to society's resources (Collins, 2000). Race, class, and gender intersect as systems of oppression to marginalize and oppress Black women (Butler, 2015). Black women have historically been viewed as sexual products, used for the financial profit and pleasure of White male slave owners, and as domestic workers post-emancipation (French, 2013; West, 2006). White male slave owners would bribe enslaved Black women to prepare them for sexual propositions, which placed them in the role of the prostitute and excused the White male slave owners of the responsibility for such acts (hooks, 1981). There has been a body of literature discussing the historical representations of Black women as sexually promiscuous, insatiable, and incapable of being raped created to justify the sexual exploitation of Black women (Collins, 2004; French, 2013). Slavery created a culture that not only encourages but normalizes sexual abuse, exploitation, and prostitution of Black women (Butler, 2015).

The bribing of Black female bodies for sexual abuse and prostitution continues today. However, there are many variations in the sex trade industry, including outdoor prostitution (on the streets, cars, etc.) and indoor prostitution (escorts/call girls, brothels, massage parlors, etc.). These sexual exchanges engage in sexual activity with someone for payment, such as money or gifts (Mwangi,

2018, p. 11). Like the White male slave owners, they feel that this payment act excuses an individual of the responsibility of bribing Black women into prostitution.

Black female street prostitution is founded on racism in the United States, with classism and sexism working together to maintain the oppression (Monroe, 2005). Street prostitution is innately related to poverty, with female prostitutes being majority Black, poor, lack education, and have few profitable skills (Monroe, 2005). These structural inequalities (racism, classism, and sexism) in our society are a matrix of oppression resulting in prostitution for certain Black women (Monroe, 2005) and must be addressed. In the literature, prostitution is addressed by socialist feminism (Lucas, 1995), women of color (Robinson-Dooley & Knox-Betty, 2013), sexual scripts of Black girls (French, 2013), critical race feminism (Butler, 2015), radical feminism (Benoit et al., 2019; Monroe, 2005; Moran & Farley, 2019), and intersectionality and activism (Harvey, 2020), but not utilizing BFT and CoP to expand this body of knowledge. In addition, there has also been much qualitative inquiry reflective of the White middle-class culture with a limited worldview and less that represents who I am, a Black woman who lives on the margins of society (Evans-Winters, 2019).

Purpose of this Study

The purpose of this research is to describe the narratives of Black female survivors of prostitution while exploring the role of intersectionality (race, class, gender, and sexuality) in shaping certain Black women's experiences in prostitution. The sexual abuse and prostitution of Black women at the hands of White male slave owners has its foundation in slavery and is still embedded in the culture of the United States. This ongoing practice of domination, ways of racism, sexism, and class exploitation is at work daily in the lives of Black women. This study will work with former homeless Black females who walked the streets and engaged in street prostitution out of economic need.

In this study, I will interview 3-5 Black female survivors of prostitution who live in an urban city in the Mid-south region. It is expected that the data collection will last for one to three months. The goals are to (a) explore the historical role of intersectionality (race, class, gender, and sexuality) in shaping Black women's experiences; (b) demonstrate how testifying through personal interviews can be a potential avenue of resistance and healing for Black women survivors of prostitution; (c) disrupt the dominant ideology about Black women's portrayal in prostitution. This research will serve as an act of resistance and healing for the Black female survivors of prostitution while testifying through personal interviews.

Research Questions

1) How do Black female prostitutes understand, process, and narrate their experience?
    a. How does intersectionality (race, class, gender, and sexuality) shape their narratives?

According to Black female participants in this study:

2) What did they learn from their experience surviving prostitution within their community of practice?

3) How are they sharing their learning and experiences with other Black female prostitutes?
4) How can personal interviews be a potential avenue of resistance and healing?

These research questions address the need for further research where Black women can share their resiliency and recovery from the oppressions of race, class, gender, and sexuality in shaping their experiences in prostitution from the perspective of the marginalized.

Research Approach: Narrative Inquiry Drawing on BFT and CoP

Narrative inquiry (Clandinin, 2007; Kim, 2016) will be utilized to focus on the personal narratives of the Black female participants. Black feminists use narratives to share their experiences as an act of survival and social resistance (Esposito & Evans-Winters, 2021). Narrative inquiry is a storytelling methodology that provides a degree of interpretive space to recognize the uniqueness of Black women's experiences and understand how their experiences differ from other women of color (Banks-Wallace, 2000). Banks-Wallace believes that storytelling promotes dialogue rooted in African American culture and is vital to knowledge development and research with the African American group. Once these lived experiences or stories are spoken, they are constructed, reconstructed, and live on in the lives of others. Dialoguing and sharing stories will allow the Black female participant to share their knowledge and wisdom while promoting community development (Banks-Wallace, 2000) among other Black female prostitutes and furthering the knowledge production related to their experiences for a better just future.

Research Site and Participants

The research site will be the Participant Community (Pseudonym), a nonprofit organization providing support and education to female survivors of trauma, addiction, prostitution, and life on the streets. I justify utilizing this site because I have access to this site and previous experience volunteering with this site during my classes from February 2019 to February 2020. There has been a long-term effort to engage the Black female prostitutes of the Participant Community, which gives me an organizational structure from which to operate.

Data Collection

Black feminists are focused on data collection methods that center the perspectives and experiences of the marginalized (Esposito & Evans-Winters, 2021). When utilizing storytelling in a Black feminist narrative inquiry, the interest is in the meanings individuals give to their stories while focusing on their coping strategies and forms of resistance (Esposito & Evans-Winters, 2021). Narrative research methods will collect narrative data based on the Black female participants making stories out of their experiences (Kim, 2016) while also exploring their learning environment or CoP for which they participate. The overall approach to a Black feminist-centered data analysis is to "examine interview narratives, which are personal testimonies, and frame them within a larger social context" (Banks-Wallace, 2000, as cited in Taylor, 2002).

The data collection will include unstructured interviews to review the informed consent and discuss the purpose, two semi-structured interviews for member checking, journaling, and jotting memos.

Thematic Data Analysis

The data will be presented using thematic analysis, beginning with Polkinghorne's (1995) analysis of narratives because our story is our data (Kim, 2016). First, examine the narrative data closely to find common themes in the storied data. Next, organize the common themes into categories. The findings are organized around common descriptions of themes from the collected stories.

Conclusion

Remember, just as you sometimes need a sounding board to heal, Black women, need the opportunity to talk back for healing. This dialogue is a facet of Black Feminist Epistemology and can occur in the form of a testimony. The testimony is "to bear witness, to bring forth, to claim and proclaim oneself as an intrinsic part of the world" (Taylor, 2002, p. 150). Testifying will shift the focus and power from the researcher to the participant. Times of testimony can be self-healing by encouraging and empowering Black women.

When the Black women do not have a sounding board or the opportunity to talk back, we do not define ourselves for ourselves. Instead, others will define us for their use and to our detriment. The Black woman will believe the lie that we are property, disposable, and un-rapeable. As a result of not being able to talk back, the Black woman will continue to be the most disrespected, unprotected, and neglected person in America.

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Nexus of Vulnerability of Internally Displaced Persons [IDPs] in Africa, and Socioeconomic Development of the Black Nations

Debora A. Egunyomi and Kofo A. Aderogba

Abstract

New displacement of Internally Displace People (IDP) associated with conflicts and violence was 2.4 million, and 1.1 million were due to disasters in Africa by the end of 2013. Some states experienced conflicts and violence as well as disasters. This work describes IDP situations in Africa and their practical implications for Adult Education. Africa, the world's second largest and second most populous continent, is diverse in various respects and hosts a diversity of ethnicities and languages. Causes and sources of internal displacement, vulnerability and challenges are multifaceted with women and children being most impacted in many regions. The international community has intervened to help. But again, many country participants were driven by political considerations, which further undermine their effectiveness. Educating individuals, from early childhood, to become clear-thinking and enlightened citizens that will participate in decisions concerning society through Citizenship Education is suggested. All citizens who must also train, nurture and bring up younger generations in civic engagement and participation must be educated in Citizenship Education

Introduction

The largest population of Internally Displaced Persons (IDPs) can be found in Syria, Colombia, the Democratic Republic of Congo, Iraq, Sudan, and Azerbaijan, each with IDP populations of over one million (Office of the United Nations High Commissioner for Refugees [UNHCR], 2016). The number in the Middle East and North Africa (MENA) has continued to rise sharply, reaching at least 9.1 million by the end of 2013. Insecurity and armed conflict in Syria, Libya, and Yemen have hampered humanitarian access and made it difficult to profile those affected. In countries such as Syria, where the authorities are parties to the conflicts, IDPs were often wary of getting registered. Adverse weather conditions complicated the situation of some IDPs displaced by conflict in some instances (Office of the United Nations High Commissioner for Refugees [UNHCR], 2016).

In Africa, new displacement associated with conflicts and violence was 2.4 million; and 1.1 million was due to disasters. Some states experienced conflicts and violence as well as disasters. These are the Niger Republic, Nigeria, the Democratic Republic of Congo, Ethiopia, and Somalia. Conflicts and violence characterize Chad Republic, Cameroon, Central African Republic, Burundi, South Sudan, Sudan, Libya, and Egypt. States such as Guinea, Mozambique, Madagascar, Malawi, and Kenya experienced displacement due to disasters (Aderogba et al., 2018; UNHCR, 2016).

While we acknowledged displacement worldwide, this chapter describes IDP situations in Africa and its practical implications for Adult Education. Emphasis is on displacements caused by conflicts and violence drawing from data and information available through 2016.

The African Nations

Africa, the world's second largest and second most populous continent is diverse in various respects and hosts a diversity of ethnicities and languages (United Nations, 2013). Physical environments, economy, historical ties, and government systems are also diverse. In the late 19th century, European countries colonized most parts of the continent (Brown, 2014; Mamdani, 1996). Thus, most of the present states originated from a process of decolonization in the 20th century; and today, Africa contains 55 sovereign countries (African Union, 2013). Since colonialism, the states have frequently been hampered by instability, corruption, violence, and authoritarianism. Many of the states are republics that operate under some form of the presidential system of government. Few of them have been able to sustain democratic governments, and many have instead cycled through a series of coups, producing military dictatorships.

Poverty, illiteracy, malnutrition, and inadequate water supply and sanitation, as well as poor healthcare delivery systems, affect a large proportion of the people. The population has rapidly increased over the last 40 years. In some states, more than half of the population is under 25 years of age (Gordon & Donald, 1996; Khazan, 2013; Sandbrook, 1985).

It could be inferred that the contrasting nature of the continent and diversity of its people and their cultures, resources, economy, the poverty level, and low level of illiteracy constitute the causes of the challenges of the African nations (Khazan, 2013; Sandbrook, 1985). With the attendant global warming and climate change, there are probably multiplicity of challenges that severally led to insurgence, civil unrest, economic crisis, communal clashes, natural disasters, unsustainable government policies and programs, to name a few, that have also led to severe displacement of people from their ancestral homes (African Union, 2013; International Committee of the Red Cross [ICRC], 2016; Harry, 2013).

Causes and Sources of Internal Displacement

Causes and sources of internal displacement, vulnerability and challenges are multifaceted with women and children being most impacted in many regions: Struggles for political power, extremist violence, disputes over natural resources, and inter-communal violence that were often linked to land were some other causes (Olawale, 2016; Das et al., 2016). In many cases, however, conflict and violence were the outcomes of some complex mix of causes.

Vulnerability and Challenges: The IDPs are in dire need of protection and assistance: In central African Republic, Democratic Republic of Congo, Nigeria, Mali, Burundi, and Côte d'Ivoire, all over the conflict-ridden countries, few steps were taken to implement the UN Framework on "Ending Displacement in the Aftermath of Conflicts." In all, women and children were the most vulnerable (International Organization for Migration's [IOM] Displacement Tracking Matrix [DTM] Team, 2015; Internal Displacement Monitoring Center [IDMC], 2016). Even the able-bodied men were incapacitated in most respects – all floundering in essentials of life

Vulnerability of Women and Children: Over 80% of the IDPs were women and children, and gender-based violence was widespread. Displaced women and girls were reportedly exposed to sexual violence. Makeshift shelters in camps and settlements, poor lighting and the ease with

which armed men enter the camps added to the risks. Some IDPs resorted to harmful traditional practices such as forced and early marriages. Internally displaced children were particularly exposed to all forms of violence, abuse and exploitation. Armed groups frequently recruited those as young as nine years old to serve as combatants (Das et al., 2016; Internal Displacement Monitoring Center, 2016). Female suicide bombers were becoming significant in states like Nigeria (National Emergency Management Agency, 2015). Separation from their families leaves displaced children more vulnerable as they must fend for themselves.

The situations were not much different in Darfur, Somalia, Uganda, Sudan, South Sudan, Democratic Republic of Congo and Cote d'Ivoire. Women and girls' movement were often restricted, and they became victims of rape and or sexual exploitation even when they accepted offers of friendship or marriage from men in positions of authority. But the causative factors have not been seriously addressed in many of the countries (International Organization for Migration's [IOM] Displacement Tracking Matrix [DTM] Team, 2015; Internal Displacement Monitoring Center [IDMC], 2015, 2016).

By and large, the IDPs faced significant threats to their physical security, including armed attacks and clashes, forced recruitment, arbitrary killings, sexual violence and abductions, that is, apart from emotional and psychological threats. The international community has at various times also intervened to help. But again, many country-participants were also driven by political considerations, which further undermine their effectiveness (Aderogba et al., 2018; IDMC, 2016).

Socioeconomic Repercussions for Africa

The implications are sore for Africa. In the source communities, social and economic activities were disrupted: animals and economic plants were lost; residences and infrastructures destroyed, and new ways of life ought to be tried. The communities need peace and stability more than help, particularly because the alternative, if prolonged, would mean that the African region would further start lagging in terms of infrastructure, education and other development indices (Das, et al., 2016; Olawale, 2016). Conversely, economic activities in communities and regions were dwindling due to the massive migrations and death of mostly able-bodied men and women. Food processing and production were reduced and there were virtually no more contributions to the GDP of the nations concerned, and of Africa as a whole.

At each of the IDP destinations, the IDPs compounded the social problems of infrastructure. Local, state and national governments are overburdened and so also the international community. The abused children and women are no longer empowered nor educated for their immediate and distant future (Human Rights Watch, 2016; IDMC, 2015). They are characterized by lower levels of political participation in comparison to members of the host communities, who have better established political networks. Their access to the formal labor market is quite limited. They typically only have occasional and temporary access to miniature jobs in construction or domestic services, and these have never been sustainable.

Rape, sexual violence, and kidnapping form part of strategies adopted as weapons of war to punish, intimidate, destabilize and to drive people away from their lands. This instilled fear in the

women and dissuaded them from moving around (Aderogba et al., 2018; IDMC, 2015, 2016; ICRC, 2014).

With the endemic circumstances, Africa is facing a series of interconnected economic. Humanitarian crises, if not attended to with urgency will utterly further disrupt basic life-support systems, contribute to the worsening of already fragmented security structures and perpetuate the underdevelopment and indebtedness of African nations.

Practical Implications for Adult Education

To secure the future of communities, all citizens who must also train, nurture and bring up younger generations in citizenship engagement and participation must be educated in the Citizenship Education (CE). This is "educating individual, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society" (Greenberg, 1992; Thaxton, 2018; Young Citizens, 2019; The United Nations Educational, Scientific and Cultural Organization (UNESCO), 2014, 2017) also acknowledge the avowal. All human beings are both individuals and citizens of a society to which they belong. Thus, human rights and citizen rights are interdependent.

It will play the role of training good citizens, to know and be aware of the human and political issues that are at stake in their individual community or the nation at large; and engage in a civilized societal manner through the CE. It will give people the knowledge and skills to understand, challenge, and engage with democratic society including politics, the media, civil society, the economy, and the law; help to develop self-confidence and a sense of agency, and successfully deal with life changes and challenges such as bullying and discrimination; give them a voice in the life of their communities and the society at large.

The CE should begin at a very young age and continue into adulthood as a process of lifelong learning. It is required of every citizen who will make the society governable and well managed (Olawale, 2019; UNESCO & UNODC, 2019). Regardless of the level it is taught, to be good citizens, Africans should study and learn a few key concepts: why citizenship is important in making democracies work; the goals of citizenship and the importance of meeting those goals through hard work and dedication; to link citizens to their political communities in social and legal ways; the right and responsibility to recognize and overcome contradictions of ideals that concern equality of rights for all; and train the citizens to be good, and motivate them to exhibit ethical and moral characteristics (Thaxton, 2018; Young Citizen, 2019). It is important that Africans are properly educated so they can make judgments and have convictions about citizens' rights and responsibilities to serve their communities and participate in the social and political world. It is therefore imperative and to teach CE in all classes and venues where adults meet and learn to be able to become adept in learning and teaching of the same concepts (Aderogba, et al., 2018; Olawale, 2019; UNESCO & UNODC, 2019).

Conclusion

The development of the socioeconomic resources has been placed comatose, requiring peace and harmony to rejuvenate and thrive. Religious, political, and civil unrests that flourish in different geographic and ethnic groups have been responsible for the lethargic social and economic conditions. Whereas the UNHCR was mandated by General Assembly Resolution 428 (V) of 14th December 1950 to lead and coordinate international action for the worldwide protection of refugees and the resolution of refugee problems, there is no international humanitarian institution that has the overall responsibility of protecting and assisting the refugees as well as the internally displaced. The IDPs suffer deprivations, lack of shelter, medical care, sexual harassment, and humiliation; lack of protection, restriction of movement; and inadequate sanitation, food, education, and all essentials of life.

Towards achieving viable and sustainable African communities and states, there should be a paradigm shift, a drastic departure from the past through concerted collaboration of the African Union [AU], regional economic communities, states, and religious bodies. For sustainability in the camps and after the camps, each IDP should be equipped with CE and life skills for economic survival. This could range from carpentry and joinery, block making, tailoring, tie and dying, soap making, dressmaking, fashion designing, laundry and dry-cleaning, farming, printing and bindery, computer data processing, film making, computer, and electronic repairs, among others. They must be sufficiently empowered.

All adult learning and engagements should not fail at addressing aspects of the aberrations. The IDPs are humans, Africans that should be made to be freed and cared for like other Africans in their own land. The widespread issues of warfare, drought, diseases, hunger, political corruption, illiteracy, poor healthcare delivery systems, AIDS, poverty, and others must be addressed head-on to allow for sustainable development in Africa.

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Utilizing Technology, Mentoring, and Fun Initiatives to Decrease Workplace Stress

Yvonne Hunter-Johnson, Sarah Wilson-Kronoenlein, and Dauran Mc Neil

Abstract

The COVID pandemic magnified the role of workplace stress on employee retention, engagement, and job satisfaction. Additionally, it sparked a multiplicity of innovative initiatives as learning tools that can be adapted by Human Resource Development (HRD) professionals with the view of promoting workplace learning and development. Such tools can serve not only as a coping mechanism for employees but a strategy for performance improvement. Utilizing an integrative literature review, the paper will discuss workplace stressors encountered during a global pandemic and how technology as a learning tool can be leveraged to support workplace learning, mentoring, and fun initiatives.

Introduction

In 2020, the world was unexpectedly introduced to a pandemic that had a devastating impact on global economy, employment, the workplace, etc. As a result, the workplace was abruptly changed, and stress in the workplace was escalated to an unprecedented high (Restauri & Sheridan, 2020). Immediate job redesign was required due to the unexpected transition to working remotely. This resulted in a rippling impact on employee stress levels and influenced employee engagement, satisfaction, and retention. Liu et al. (2021) revealed how COVID negatively impacted employees' engagement and suggested that managers must be proactive in implementing strategies when unexpected events arise. On this premise, it is critical that HRD specialists and adult educators are now mandated with creating a sense of normalcy in an abnormal workplace. On this premise, the purpose of this paper is threefold:

- Discuss stressors within the workplace and examine the influence of COVID on employee learning, engagement, retention, and job satisfaction
- Explore best practices for utilizing technology, mentoring, and fun initiatives as a learning tool within the working environment to minimize employee stress amidst a global pandemic
- Analyze the implications for HRD professionals regarding the impact of workplace stress on employee learning, retention, engagement, and job satisfaction during a global pandemic and provide recommendations

Methods

The methodological approach that served as the underpinning for this literature review is grounded in Torraco's (2005) integrative literature review approach. This integrated literature review provides the background and context for the research problem and shares the results of previous studies closely related to the topic. The strategy for conducting this integrated literature review included a comprehensive search of peer review journals utilizing strategic keywords and

EBSCOhost. The inclusion criteria for articles reviewed included articles published in the English language, both within and outside the USA, Scholarly peer-reviewed and governmental documents, and publications with a focus on initiatives to reduce stress retention and job satisfaction best practices.

Impact of COVID on the Workplace

During the COVID pandemic, U.S. unemployment rates soared to historic levels (Parker et al., 2020). Enforced lockdowns closed service-oriented establishments and outbreaks in large-scale manufacturing facilities were common. As the first vaccines entered the market, employees returned to the workplace and unemployment rates declined (Guo et al., 2022). However, labor force participation rates remain below pre-pandemic levels (Bureau of Labor Statistics, 2022). This suggests that the lingering effects of the pandemic continue to shape the workplace.

Remote work increased dramatically due to COVID lockdowns (Hoffman, 2021). Remote workspaces present unique challenges to employee engagement. Hoffman (2021) found that individuals engaged in remote work reported fewer social opportunities. However, workplace socialization is an important component of employee engagement that fosters creativity (Boekhorst, et al, 2021). Shutters (2021) employment forecasts indicate that virtual workspaces will continue to rise. As such, companies will need to adopt new approaches to workplace management. Furthermore, workplace automation, especially in the construction, transportation, warehouse, and service sectors has risen (Shutters, 2021). Foundationally, the workforce is poised for major shifts. The pandemic illustrated how workplace stressors are evolving as virtual work increases.

COVID and Stressors Within the Workplace

The Job Demands-Resources Model (JD-R) provides a useful theoretical framework for examining workplace stressors during COVID and how those stressors can be addressed by employers (Demerouti et al., 2001). Job resources are the items that help employees fulfill job demands. The JD-R suggests that occupational stress is the result of an imbalance between or within the categories of job demands and job resources. Large-scale disasters are often associated with significant stress and declining mental health (Restauri & Sheridan, 2020). The JD-R model readily relates to this concept. During the COVID pandemic, many workers experienced an increase in job demands and a decrease in job resources.

Employment changes during the pandemic included three distinct categories: individuals experiencing job loss, essential employees, and new virtual workers. Each group experienced different stressors. Although an important topic, employee stressors caused by job loss during the pandemic fall outside the scope of our work, and thus, are not discussed in this paper.

Essential workers are defined as individuals employed during the pandemic in healthcare, emergency and community services, teaching, and grocery or food production roles. Workload stress was a common issue in this group (Billings et al., 2021). Frontline workers experienced an increase in job demands but lacked the job resources to address the increased workload.

Additionally, high workplace absenteeism contributed to unstable employee schedules that exaggerated workloads and increased job demands. Lastly, a large stressor among frontline workers included an increased risk of infection for themselves and their families (Gaitens et al., 2021).

The most common stressors reported by workers who transitioned to virtual workspaces included a lack of home technology infrastructure and training on virtual technologies, and blurred boundaries between home and work (Parker, et al., 2020). Lack of technology access or education regarding how to use such technology impacted employees' attitudes towards virtual workspaces (Abu Jarour et al., 2021). Women, and households with children, reported higher levels of stress when working from home (Pennington, 2021). Other findings suggest this increase in stress resulted from a distinct lack of delineation in the work/home balance (Galanti et al., 2021). Furthermore, ambiguity in expectations as workers transitioned to virtual workspaces and schedules created additional stressors.

Mentoring and Fun Initiatives as a Workplace De-stressor

Mentoring

Mentor relationships are uniquely situated to provide stability during uncertain times. The mentor's role in providing support is important for the employee and the employer. For example, Steenbergen et al. (2018) found that social support relates to higher work engagement. Mentors also provide clarification on job duties and expectations, which decreases job task ambiguity. For example, Meneash (2017) found that ambiguity in job roles and job expectations produces a stress response among university non-academics. For employers to address occupational stress, they must seek to clarify employee understanding of job duties and expectations. Mentors help e$_{m}$ployees understand how and where they fit into their organizational structure and reduce the stress response caused by job role ambiguity (Chang et al., 2022).

Fun Initiatives

There has been a significant gap in the literature exploring fun initiatives that reduce workplace stress. The overarching theme deriving from the literature linked fun initiatives with employee engagement and motivation (Celestine & Yeo, 2020; Ergle, 2015; Karl & Peluchette, 2006). Organizations may have used fun initiatives to engage employees such as celebrations and competitions. According to Boekhorst et al. (2021), workplace fun refers to the work condition, characteristic, or features of the working environment that seeks to yield a positive feeling of enjoyment, and amusement and provides a range of pleasurable activities for workers. These activities can encompass team-building competitions, socials, yoga, palates, games, contests, and celebrations. On this premise, organizations and HRD professionals may have not sought to utilize these activities strategically or intentionally as a tool to aid in reducing stress within the workplace. Healthy work competitions between departments or teams can be a means of cultivating a culture of fun to reduce employee stress while simultaneously increasing productivity. On the contrary, prior researchers (Celestine & Yeo, 2020; Karl & Peluchette,

2006) have revealed how fun initiatives were deemed beneficial for individuals and firms by increasing employee motivation, job satisfaction, performance, and engagement. However, given the level of stress revealed during the COVID pandemic, consideration should be given to the implementation of fun initiatives to reduce workplace stress.

Mentoring, Technology, and Fun Initiatives as a Tool for Employee Learning, Engagement, Retention, And Job Satisfaction

Mentoring

During the pandemic, web-based peer mentor models were used successfully in healthcare and research groups to provide employee engagement and learning. An Irish hospital created WhatsApp groups to engage new employees (Eves et al., 2020 and the respondents found the mentoring program useful. WhatsApp was also used successfully as a peer mentoring tool in other settings. A group of early career psychiatrists formed a collaborative research mentoring group (Ransing et al., 2021). Members were encouraged to share interesting research ideas, newly published articles on their topic of interest, and explore research collaborations. Positive outcomes were measured by accepted articles and conferences. Altogether, 11 publications and 12 presentations resulted from the mentoring circle. The success of these groups highlights how innovative uses of technology and mentoring can support employee learning and engagement.

Technology

Organizations and markets have benefitted from technological improvements such as artificial intelligence, mobile networks, and social media networks (Berawi, 2018). With a similar approach, technology can be utilized in the form of gamification as a tool for employee learning, engagement, and job satisfaction. Gamification is a form of technology that seeks to adopt badges, points, progress bars, leader boards, and levels, which is known traditionally to get people engaged when playing games. Most of literature (Ergle, 2015; Silic et al., 2020; Yang & Wang, 2020) congregated focused on gamification as a means of technology to foster employee engagement, learning and job satisfaction. “Many organizations globally are using gaming to improve workforce alignment, enhance employee skills, solve complicated issues and tap into new talent pools” (Ergle, 2015). One of America’s largest retailer Target exemplifies the use of technology through gamification to enhance employee learning, engagement, retention, and job satisfaction. This is demonstrated with the use of competitive gamification during cashing and reduce lines at checkout through its cashiers. In a similar context, Silic et al. (2020) revealed when a human resource management system is gamified it can influence job satisfaction and engagement within the workplace. Ergle (2015) revealed AirBaltic Corporation also utilized gamification to engage employees. After the company faced low employee commitment rate, AirBaltic Corporation introduced a business game called AirBaltic Forecaster which proved to boast employee commitment, engagement and provided a fun environment (Ergle, 2015).

Fun Initiatives

Current research (Ergle, 2015; Silic et al., 2020; Yang & Wang, 2020) has shown how fun initiative can also be utilized as a tool for employee learning, engagement, retention, and job satisfaction. When organizations embrace fun initiative as a component of their organization culture, it can contribute to other components of the working environment. Ergle (2015) expressed how human resource management can use gamification or its traditional principles to enhance engagement of employees and provide employees with motivation to complete training programs. Southwest Airlines is an example of one of the first service organizations to incorporate fun into their corporate culture, resulting in positive consequences for both employee and customer satisfaction (Karl & Peluchette, 2006).

Recommendations

As the workplace evolves, adult educators and HRD professionals can seek to utilize innovative technologies to address workplace stress to increase employee satisfaction and learning. In traditional models, mentorship is often an informal process. However, to truly capitalize the impact of mentor networks it is necessary to invest in or revamp program to support and encourage new uses of the mentor model. Mentorship programs have diverse benefits that benefit both adult education programs and HRD professionals who are often invested in such programs. Mentors help new employees navigate unwritten rules of the workplace and help navigate the transition in the first few months of new employment or in educational programs. Beyond those first few months, mentor programs serve as a support system during times of occupational stress. Furthermore, mentor programs can encourage cultural shifts within organizations that help better support employees, diversity, professional development opportunities, and wellness. Mentors who stop, listen, and respect, help contribute to an organizational culture that is not afraid to address difficult topics.

From an adult education and HRD perspective, technology can be a resourceful tool and strategy to enhance employee learning, engagement, and retention. Therefore, the implementation of learning management systems and content management systems can be utilized to create learning modules, assess employee learning outcomes. While employees utilize these management systems for learning, adult education and HRD professionals can design and develop programs to foster employee engagement through the application of fun activities such as games, festivities, and celebrations.

Fun initiatives can be implemented within the organizations as a solution for workplace stress. According to Yang and Wang (2020), “managers could cultivate a work culture based on play, enjoyment, and fun, for example by implementing activities including games, entertainment, festivities, and celebrations.”

Conclusion

The COVID pandemic has revealed the reality of stress within the working environment among many employees. Given the unconventional strategies discussed in this integrated literature

review, it is imperative for HRD professionals and facilitators of adult learning to seek innovative ways to manage such unpredictable working environments.

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Hemophilia: A Silent Threat to Post-Secondary Success in a Caribbean Context

Kerry-Ann Lee-Evans and Kayon Murray-Johnson

Abstract

A small action research study set in Jamaica explored a learner's experience with severe hemophilia—a genetic bleeding disorder that affects males from childhood through adulthood. The study also examined the readiness of the learner's educational institution's environment to facilitate students with hemophilia as a unique special needs condition. Findings revealed that beyond physical pain, a learner with hemophilia may be negatively impacted by discrimination arising from stigmas associated with the disorder and by inadequate institutional support. Findings also inspired the development of a simple framework that might support learners and help learning environments become more inclusive.

Introduction and Statement of the Problem

Hemophilia is a genetic bleeding disorder that affects mostly males from childhood through adulthood (Centers for Disease Control [C.D.C.], 2021). In educational systems across the world, it represents a small but glaring subset under the category of special needs in schools, because if its potential impact. The blood of a person with hemophilia does not clot normally, often because a protein called factor VIII is lacking. At the slightest cut, an individual with hemophilia will inevitably experience much longer bleeds called hemorrhages, severe long-term pain and in some cases, deformities. Students with hemophilia face credible threats to their educational journey because it often results in multiple sick days, self-esteem issues, being ostracized and in some cases, poor or inconsistent academic performance. All of these threats exist in both K-12 and post-secondary learning settings globally as this disease is a lifelong condition (Novo Nordisk U.S, 2021). However, in many Caribbean learning institutions, such threats seem further compounded by a lack of awareness and lack of systems, facilities and programs that adequately cater to students affected by hemophilia. In addition, while there is some amount of scholarship on the "burden" and negative impact of the disease on children and adults in Caribbean countries like Jamaica (c.f., Wharfe et al., 2018), little to no published work exists on student experiences with hemophilia in specific educational contexts there or on the implications for educators varied settings.

Purpose and Significance

The primary purpose of the action research study was twofold: to explore one hemophiliac learner's challenges navigating the formal learning environment and to examine how prepared one educational institution in the capital city of Jamaica was to facilitating students with hemophilia. The study also sought to propose a framework for hemophilia readiness. Learners with hemophilia experience unique physical and psychological challenges in navigating academic environments. Most entities dedicated to an investigation of hemophilia often include impact on and recommendations for both children and adults (see, for e.g., World Federation of

Hemophiliacs, 2018; CDC, 2021). Similarity of potential impact across the age and educational spectrum suggests it is critical to continue to examine implications for learners with hemophilia in K-12, but to also use those explorations to consider implications for learners as they transition to and navigate post-secondary/adult education environments (especially because complications like deformities may arise as they age for example). In many Jamaican education contexts, hemophilia is not well known as a category of special needs. Calls have since increased there on behalf of those with the condition that are silently threatened by a lack of access to treatment (e.g., Gilpin, 2017); such a lack of access can inevitably challenge successful academic and living experiences. In an age rife renewed calls for excellence in inclusive practice, equity and social justice, educators and administrators must be prepared to effectively support students with this condition and help them move toward transitioning to and through the postsecondary learning experience.

Hemophilia: A Medical and Historical Overview

"Hemophilia, which means love ("philia") of blood ("haemo"), is associated with prolonged and excessive bleeding. It is a hereditary disorder of haemostasis caused by a deficiency of clotting factor VIII (in hemophilia A), or factor IX (in hemophilia B; Fijnvandraat et al., 2012). Hemophilia lowers blood plasma clotting factor levels of the coagulation factors needed for a normal clotting process. Thus, when a blood vessel is injured, a temporary scab does form, but the missing coagulation factors prevent fibrin formation, which is necessary to maintain the blood clot. A person with hemophilia does not bleed more intensely than a normal person but can bleed for a much longer amount of time. In severe cases of hemophilia, even a minor injury could result in blood loss lasting days, weeks, or not ever healing completely. In areas such as the brain or inside joints, this can be fatal or permanently debilitating (CDC, 2021).

Hemophilia has existed for decades without correct diagnosis or treatment. It is hereditary, affects mostly males, and was recognized in about 12th the century AD by way of the Talmud. Women carry the hemophilia gene and can pass it on to their sons. It was also known for some time as the royal disease because Queen Victoria was a carrier and passed the carrier status down to many of her daughters (Franchini & Mannucci, 2012, National Hemophilia Foundation, 2021). In the U.S., the transmission of hemophilia from mothers to sons was first described in the early 19th century and the word "hemophilia" first appeared in a description of a bleeding disorder condition at the University of Zurich in 1828 (National Hemophilia Foundation, 2021)

Treatment for hemophilia has remained extremely expensive and strategies for mitigating its physical impact have evolved over time: (1) giving blood to patients having bleeding episodes; (2) administering plasma and then finally (3) giving human factor products which carried with it risks of disease transmission and caused many patients to die of diseases like AIDS and hepatitis C. More recently, synthetic factor concentrates have been developed and become more popular, eliminating disease transmissions like of ancient times. (Canadian Hemophilia Foundation, 2015).

The Challenge of Hemophilia in Education and Jamaican Society

Hemophilia is very rare "but affects approximately one in every 8000 male births worldwide" (Kelley, 2007, p.25). It is estimated that there are 400,000 people affected worldwide by the bleeding disorder, with some 75% undiagnosed and untreated. In Jamaica, there have been approximately 200-300 persons living with the condition over time (Jamaica Information Service, 2007; Wharfe et al., 2018).

Regardless of country or school context, the consequences of hemophilia can negatively affect a broad range of physical, social, and academic activities. Most of its characteristics are associated with severe pain, discomfort and in some cases deformities and paralysis. The more common revealing signs include redness, soreness and fever to the area where bleeding (often spontaneous) is taking place (Cygan, 2012; World Federation of Hemophiliacs, 2018). Bleeding is mostly uncontrolled if outside of the hospital setting where medication may be administered.

Learners with this condition will likely have a significant number of sick days due to severe pain and many complications associated with the condition. When pain is present, it limits normal function and may be accompanied by stiffness of joints and so flexibility becomes a limiting factor to daily tasks that require such reflexes (like walking or writing). A typical day in school for example, will require writing skills. A child or young adult with hemophilia that may bleed in the joints of the finger, wrist or elbow, will find writing an impossible task by itself. Sick days fuel absenteeism, which in turn may lead to other negative consequences for the learner like a domino effect. These may include falling further behind in academics, frustration, low self-esteem or even dropping out of school. Arguably, negative consequences are further compounded if no provisions are in place for learners to "catch-up" with missed work. In general, too, some schools are disinclined to accepting hemophiliacs as part of their student population for fear of liabilities. Upon acceptance into schools, some may complain of an experience of unnecessary embarrassment, singling out, insensitivity and sometimes ridicule. As noted by one systematic literature review of studies investigating life experiences of those living with hemophilia, "psychosocial factors have a significant impact on [their] quality of life" and interventions targeting psychosocial impact may improve it (Cassis et al., 2012).

Disbelief by the teacher concerning severity of pain learners with hemophilia may be experiencing during class time has also been reported in the literature. One mother of a 15-year-old boy, as part of a landmark study in the United Kingdom, recounted that, "teachers give the impression of thinking I keep him at home for nothing" (Britten et al., 1966, p.226). An expression of pain has been perceived by some classroom teachers as "pain of convenience" in an effort to abstain from work. Such a perception has a direct negative outcome in the quality of their educational experience in terms of treatment extended to them by teachers and peers often because of lack of knowledge. It is important to note that the disease of hemophilia does not affect the cognitive development of children affected by it (Hemophilia Foundation Victoria, 2020; Trzepacz et al., 2003). Equal opportunities for quality education should thus exist for them.

As learners navigate hemophilia and educational life, the threat of the aforementioned negative consequences remains glaring in a Jamaican context; while gathering literature for this action research study, it was difficult to find evidence-based research on this category of special needs learners, and/or documentation of support systems for them in schools. Though this qualitative work is not generalizable given its sample size, it is hoped it will help shed important light on how Jamaican educational institutions might better support hemophiliacs and reflect Jamaica's Ministry of Education landmark task force mandate that "every child can learn … every child must learn" (Davis, 2004, p.22).

Methodology

Action research was employed for this study. It involves systematic observations and data collection within educational institutions, which can be then used by the practitioner-researcher in reflection, decision-making and the development of more effective strategies (citation). A purposive sample was used to examine the case of John (pseudonym), a male pre-teen with severe hemophilia – in his bid to navigate academic life within a Jamaican school setting. John has normal cognitive development consistent with his pre-teen age-group and has been treated at major hospitals all his life, solely for hemophilia related issues. Data were data collected by way of observation, images of the school's physical environment and interviews with school personnel. Three research questions guided the study:

1. What are the major challenges faced by a K-12 learner with severe hemophilia?
2. To what extent does the educational environment affect the hemophiliac learner?
3. How might an educational institution become hemophilia ready?

Findings and Discussion

Major Challenges Faced

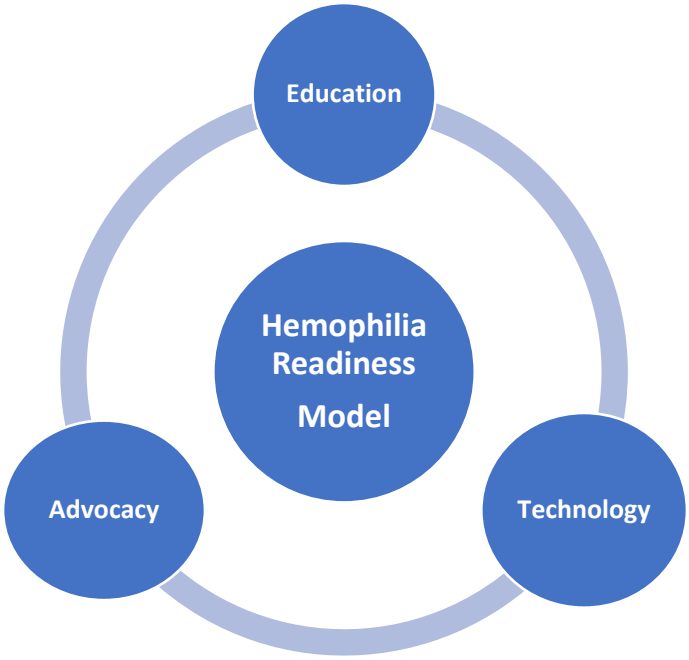
Consistent with the scholarly literature, responses to research question one indicated that beyond physical pain, John faced core challenges such as numerous sick days off from school, ridicule, embarrassment, and discrimination that led to low self-esteem issues. Hemophiliacs are often challenged by having many sick days off from school with severe pain and limitations in physical activities such as contact sports in school. This element of missing schools negatively affects their learning as they have the challenge of having to catch up Hemophilia Foundation Victoria, 2020). Findings indicated some teachers were not open to the idea of going over the same topic twice and seemed to grow weary of John who had to miss classes if bleeding or receiving treatment. In one interview with John, he noted he felt his teacher was "tired of him." In several conversations with him, he further noted some children "scorn him and refuse to play with him because they believe he will [always] bleed." In his words, student reactions like this made him "feel like his life is a waste." He also spoke of not being able to do contact sport which he loves and shared that if he had the chance, he "would get a new life where he would never have hemophilia and would play sports and do track and field professionally." John stated there are days he felt like giving up but is encouraged by his family to continue. At times, he also wanted to "hide away in the dark" where people would forget about him.

Impact on the Educational Environment

Findings for research question two concerning how the educational environment affects the hemophiliac learner revealed there were no physical provisions for the special needs of hemophiliacs at the time of data collection. For example, there were no on/off ramps that could prove helpful for the purposes of ambulation in the event that John may have experienced bleeding. Such an absence of physical infrastructure and support seemed necessary to better reflect Jamaica's Ministry of Education's mandate over time that every student must have a "fair chance" to learn (Ministry of Education Jamaica, 2021). Responses from interviews with school personnel also indicated teachers were largely unaware of the basics of hemophilia and how to facilitate a learner with the disease. Importantly, most teacher participants expressed a willingness to implement necessary support initiatives and undergo meaningful professional learning.

Making Institutions Hemophilia Ready

Arising from observations of the school environment and interviews with the participants, one of our researchers developed a model for learning institutions in Jamaica to become hemophilia ready. This model comprises three (3) main elements: *Education, Technology* and *Advocacy* (ETA). Though it was developed primarily for K-12-aged learners, we contend that post-secondary learners with hemophilia will also benefit, since the consequences of the condition are consistent regardless of educational level.



Education

The education component will allow those teachers hemophiliac learners will encounter to increase their awareness of hemophilia and how to support learners who will inevitably be

challenged. Professional development initiatives are necessary to dispel popular myths, and prevent abuse, neglect, singling out embarrassment and discrimination. Core content areas for teacher professional development include:

- What is hemophilia and what should school personnel know?
- How does hemophilia affect a student's educational life?
- What unique first aid solutions are available for hemophiliacs while at school, and how might they be appropriately/accurately administered?

Technology

The technology component forms a major part of the school life of the hemophiliac, largely because of sick days usually involved. Technology as a strategy offers support for learners who might be able to engage, though outside of the classroom environment and confined to spaces like hospitals or beds at home:

- Synchronous platforms like Zoom, Skype, or Google Meet. Synchronous platforms allow the student to be actively involved and to remain current with lessons though not physically present in the classroom.
- Asynchronous platforms like Google Drive or YouTube, where the teacher may opt to post brief videos. Other members of the class can also benefit from the purpose of reinforcement.
- Email Communications and/or Online Blogs. The teacher may summarize key components of the lesson in written form and send it via email or create a blog for the student. Blogs are also useful tools for critical student reflection on content.

Advocacy

This component of the model deals with intentionally helping to strengthen the self-esteem, confidence, and self-worth of learners with hemophilia. It lends itself to intervention from social workers, guidance counselors, as well as peers and the treatment extended to the hemophiliac student. It features counseling for the hemophiliac learner and for school personnel. It also allows for mentorship and mediation opportunities between the learner, caregiver, school personnel, and policymakers–to give voice to the learner with the condition.

Conclusion

The action research study we reflected on here found that beyond physical pain and discomfort, a learner with hemophilia can be negatively impacted by issues of discrimination, lack of awareness, stigmas associated with the condition, and lack of preparedness on the part of the institution. Since the time of the study, COVID 19 has left an indelible mark on the mental health of learners globally, and so learners with hemophilia should hold even greater concern for educators. Helping these learners transition to and succeed in post-secondary life is critical to supporting their social and economic stability in later life (for example, they will be able to secure appropriate jobs better suited to their condition). Children and adults with this condition can live a normal life and thrive in education and society—but only with adequate support (Hemophilia Federation of America, 2015; Kelley, 2007). In contexts like Jamaica, however,

there is much work left to be done. Beyond the simple framework as a solution (which we are hopeful about given the global move to remote strategies), we offer recommendations like creating a mentorship program among the hemophilia community to serve as a support unit, obtaining active endorsement on the model from Jamaica's Ministry of Education (policy change/special needs unit) and engaging in research that centers post-secondary learners.

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Trauma-Informed Teaching of Writing in Higher Education

Marian Mesrobian MacCurdy

"To survive you must tell stories." Umberto Eco

This chapter shows how writing pedagogy can be employed as an epistemological tool to help writers develop a narrative voice that can address their traumas, allowing writers to illuminate such experiences, putting them in charge of their narrative, and giving them a sense of control over that which they cannot control—the past. In the process, we look at how trauma affects the brain, demonstrate how writing can attenuate the effects of trauma, and show what methods work best to produce both good writing and writing that can have a salutary effect on emotional responses to trauma. Examples from writers working with this process will demonstrate both the writing itself and the emotional results of the writing. Trauma is defined broadly as any deeply distressing experience, physical and/or emotional, that threatens health and/or safety.

James Pennebaker (1997), the Centennial Liberal Arts Professor at the University of Texas at Austin, has conducted many experiments with college students that demonstrate the emotional and psychological value of writing about trauma. This work has provided the research foundation upon which writing faculty could base a growing effort to include such essay writing in their pedagogy. This has allowed for a creative synergy to form between fields as disparate as writing, medicine, and psychology that can show us how language use can respond to traumas and illness. For our purposes here we define trauma as an emotional response to a shocking event such as sexual violence, an accident, a physical attack, or any other assault on one's physical or emotional stability.

Pennebaker (1997) showed in his many experimental studies that when students write for 20 minutes about a traumatic experience their immune functioning improves, they seek help from their college's health services less frequently than the control population, and emotional benefits often result as well:

> The act of converting emotions and images into words changes the way the person organizes and thinks about the trauma….. By integrating thoughts and feelings, then, the person can more easily construct a coherent narrative of the experience. Once formed the event can be summarized, stored, and forgotten more efficiently. (Pennebaker, 2000, p. 8)

Educators now had primary research to inform their own pedagogical experiences with writing.

Trauma Theory and the Writing Profession

Trauma produces iconic memories, and mental pictures that can be stored deep in the brain's limbic system where they are linked to the emotions with which they are encoded. These memories are often sensory. The body reacts to them even when the conscious mind is not aware of their origin. (See Bessel Van der Kolk's best-selling 2014 book, *The Body Keeps the Score*.)

Happy memories can be iconic as well but are usually readily available for verbal recall. Trauma memories are often less easily recalled; indeed, some can even be "walled off," hidden by dissociation, unable to be remembered because the trauma had never been integrated into full consciousness in the first place. Dissociation is not a kind of repression but is a horizontal placement, a lateral move, where the memory is stored in a non-verbal part of the brain, and the event is unable to be integrated into full consciousness because the survivor did not know how to process the events, did not get the help needed to do so, the event occurred in early childhood, and/or the environment in which the survivor lived precluded that kind of integration—for example, childhood sexual abuse perpetrated over time by a family member.

But the emotions attached to trauma can be remembered and often are even if the actual memory is dissociated. Neuroscientists such as Joseph LeDoux (2017) argue that emotions far from being innately programmed into subcortical brain circuits are actually higher order states within cortical circuits. This theory supports the use of writing as a modality to engage dissociated material that has high emotional content since cortical circuits could be available to help with recall and processing.

Rather than being in narrative memory, such traumas are often stored as potent images, unattached to the narrative because the situation was so fraught that integration of the narrative into the rest of life was not possible. Once survivors can connect with their sensory memories in a safe environment, they can begin to see those images, re-experience the trauma from a safe distance, and then separate from the emotional effects of those memories. This leads to the understanding that the survivor is not responsible for the trauma; the perpetrator is. This can be a freeing moment because even the youngest most vulnerable child can feel she should have "done something." Many traumas are attached in some way to shame and fear, but the process of unearthing the events that produced those emotions can be liberating.

In their article "Expressive Writing and Health" Stephen J. Lepore et al. (2002) argued that "there is mounting evidence that people who have experienced stressful life events reap physical and psychological health benefits when they engage in expressive writing" (p. 99). Expressive writing can direct attention to negative stress-related thoughts and feelings that survivors can become habituated to, which can ease the power of their emotional responses. Equally important, the cognitive restructuring that this work can facilitate can create changes in the way survivors interpret their experiences, enabling them to attenuate their emotional responses and can lead to beneficial cognitive change, such as expressing a better understanding of the problem.

However, deeply emotional responses to trauma can prevent survivors from accessing their full cognitive faculties to address their traumatic experiences. Research by van der Kolk (1996, 2014) has demonstrated that when experiencing an intense trauma Broca's area, the seat of language in the brain, turns off. In fact, traumatic events may be accompanied by difficulty accessing language skills and even occasionally amnesia although most survivors remember traumatic events but may have trouble connecting them to the emotions that accompanied them. Researchers argue this is because the iconic nature of the image and verbal recounting of the event are not integrated into a part of the brain that can read them together. The goal is to

combine the images and the emotions they generate with cognitive processes, and this can be done by activating the verbal system. When fragmented images are integrated into a coherent narrative of events and their emotional content, traumatic events are more easily desensitized and ultimately accepted within the context of the rest of life.

Trauma responses are normal reactions to frightening events. Any single incident of a shocking, terrifying moment can produce a trauma response, and that can include anxious even repetitive thoughts about the event. Generally, those symptoms eventually fade. When they do not, it is likely that a more complicated response is still occurring, not uncommon with war, terrorism, rape, a catastrophic accident, death of a loved one, childhood abuse or neglect, etc. It is important for anyone working in the area of writing about trauma to know when to refer the writer to a mental health professional. Often that work can be done in conjunction with the writing, the two efforts enhancing the recovery.

After a conference on narrative in Toronto in 2008 when a group of researchers including Pennebaker, Rita Charon from Columbia Medical School among others and I got together to share our work, I began teaching a variant of class I now title "Narrative Medicine: How Writing Can Heal," which fulfills the requirements for an elective in our university's medical humanities certificate program. We look at the relationship between trauma and writing to study how we process difficult experiences and examine the role of writing in helping to retrieve them from the non-verbal areas of the brain and integrate them into the fullness of our consciousness. Students choose their own writing topics, which gives them the freedom to go where they most want/need to go.

Course pedagogy focuses on the heuristic of revision to help writers identify their challenging experiences, describe them clearly, and ultimately discover the emotional knots that those traumas can often produce. Revision is essential because it takes time and permission for the brain to locate that which has been hidden from consciousness. As we write and rewrite, we move closer to the core images that reside within the brain in the limbic system that contains the emotional weight of our memories. In focusing on those images, not talking about them but describing them, writers move beyond what I call "the story of the story," that is, what they told themselves it was, and focus instead on the pictures in their minds and the emotions called up by those pictures. Writers then translate those emotive images into words and then into stories, and the narrative link is complete: emotions and memory join, and writers begin to understand the effect their experiences had on them as they write, read, and rewrite.

Focusing on how we feel about our difficult experiences can help us move beyond them. but we need to do more than connect with our emotions. Lutgendorf and Ullrich (2002) demonstrate in a journaling study that when emotions and cognition join, understanding follows. The process can be significantly facilitated by revision. It is not only catharsis—the expression of emotion—that is efficacious but the cognitive restructuring that this revisioning process facilitates over time produces post-traumatic growth. It is not enough to feel a trauma; our responses must be understood and folded into the fabric of our life narrative. Writing, getting those experiences and

the responses we had to them into language and therefore outside of our inchoate selves, provides the necessary distance to allow ourselves to move beyond them.

Writing Pedagogy in Writing About Trauma

As stated earlier the same elements that help move us away from the effects of trauma—writing specific description and narration—are those that produce clear writing. That means writers must learn how to access details, sensory recollections, images, and specific scenes with dialogue to explore the moments in a trauma memory that persist even as we try to remove them. Since trauma's effects are felt in the limbic system and need to be translated into language, the key pedagogical focus is to encourage writers to pull the story apart into its separate images, and describe those images that generated the fight or flight response that was buried deep within the brain, and then tell the stories within which those images are imbedded. When traumatic images are described and then cognitively structured into stories, they can move beyond a seemingly eternal present and instead become stories that happened in the past. I strongly suggest to my students that they write in the first-person present tense to help them recall and relay what they see in their mind's eye when they remember the moment(s) they want to write about. I ask them to imagine they have a Go Pro, a tiny camera, mounted on their forehead, so they can capture the images that may be stuck inside them. What does that camera see? What does it hear? This moves writers away from "the story of the story," what they or others may have thought it was about and puts them directly into the images that embody it—to virtually relive the moment. In writing from this perspective, writers can again "be" the person who had that experience, and in the process re-experience the emotions they felt at the time and then move on to the person who recalled the experience now in the past.

The writing pedagogy must both enable the writing and protect the writer. Briefly, writing with vivid language moves the experience outside the writer, allowing the necessary distance for reflection and understanding of an event that can now be part of the past, especially important when the trauma memories are "in the body" as separate images, sensations, feelings, as opposed to remember in a historical narrative. Indeed, this is how most traumatic memories are "remembered." What does that Go Pro on their forehead record? Where are they in that moment? Once they are in it, they can then describe it as if they are there. Using the first person, present tense is essential. Writers must be in the voice of the person having the experience, not the person who had the experience. As I indicated previously writers should freely choose their topics. Trauma has already taken away too much agency. The goal is to provide opportunities for writers to take it back by giving them the freedom to go where they most need/want to go.

Peer workshops should follow a collaborative rather than a critical model, a conversation that starts with a series of questions: What did you like in the essay? What did you find compelling? What confused you? What do you want to know more about? What pulled you in? This begins a dialogue where feedback is the foundational principle, not criticism. Readers are expected to circle any technical errors they see, but the emphasis is on the reader's response.

Although not required, most students find sharing with a peer not only helpful but freeing. Indeed, in many cases, the peer reader expresses an emotion that the writer only incipiently senses within but has not allowed into consciousness, which can be affirming. For example, one student who wrote about her sexual abuse by her father's friend with her father's knowledge in a completely flat tone was stunned to hear her workshop partner, Ange, become angry at the writer's father. Emotional flatness is often both necessary and unconscious when we are trapped with no escape, as this girl was as a 12-year-old. My student writer wrote after her workshop: "There is no end to this tale. Until Ange, there was no tale. No trauma, no pain, no hurt…. YELL, Ange, Feel. I can't." (MacCurdy, 2007, p. 135.) This experience with her writing partner enabled my student to finally write in her last essay in the class, "If I took a picture with my father today, I would not smile if I was not in the mood. I would stare at the lens and let all my hatred pour out of my eyes and mouth. I said it! I am ANGRY (MacCurdy., 2007, p. 142). This process normalizes the response to the trauma and the writing about it and provides a way to help interpret very difficult events and integrate them into their lives. As Judith Herman explains: "The goal of recounting the trauma story is integration, not exorcism" (Herman, 1992, p. 181).

We have two key goals in the class, to learn to write well and to learn the basic theory of therapeutic writing and how to do it. In teaching the former I am encouraging the latter since a major premise of the class is the concept that healing is an ambient effect of good writing. Of course, safeguards must be in place: first, writers begin with exercises. But the first rule of trauma pedagogy is the *decision to tell or not to tell must be left to them.* This gives the writers control not only of how to tell their narrative but IF to tell it. A second safeguard is students may opt-out of sharing in workshops although this seldom happens since workshops cut through the isolation trauma has created, and writers start to feel normal again as they engage with others in their writing work. One other important safeguard is to monitor how the writers are doing, and if the teacher has concerns about the emotional state of the student, a referral to a mental health professional would be in order.

How This Works

The following example demonstrates the process described above: how to create writing that is artistically and therapeutically effective. First, a key limiter: I suggest that writers not tackle a very recent experience unless they speak with me first. Sometimes, it is best to suggest that a student talks with a mental health professional before trying to tackle a recent trauma. But I leave the final decision up to the writer. I ask all my students to write for each draft a process analysis that is separate from the actual paper, a kind of meta-analysis of the process of writing it—what the author was trying to do, why, and what the writer wants to work on in another draft. The analysis pulls the writers outside for the moment so they can see the landscape, the larger context both within and without them, and is a key component of the process of integrating cognition and emotion in writing. Catharsis is not enough. There must also be cognitive integration.

The following is an example of this process. A writer I will call Mia wrote about a rape in her college dorm that she tried to put away but could not. She wrote in an early draft: "Although I tried to brush it off initially, it began to weigh heavily on my mind … I hope (Tom—alias)

understands how his actions made me feel. Whenever I'm in my hall now, I'm afraid that I'll run into him. When I do, I sometimes feel traumatized the way I did right after the incident happened." After writing other drafts she made an important discovery, one which she included in her process analysis: "Looking back, I can't believe I didn't give my emotions the credit that I do now. It was upsetting every single time I saw him. I don't know why I was trying to put on such a subdued face. This may have been because no one in my life initially told me that I should be angry."

This was a pivotal realization for her. Mia did not get much emotional support from her parents. Her father's response was to minimize: "You know, sweetie, we all have a regrettable sexual experience at some point in our lives." Her mother added, "The good news is that you won't let this happen again." Both those responses may well have been a result of parents who felt powerless to help and so tried to minimize, but they only served to cause their daughter further pain from isolation and inadequacy rather than providing support and understanding—and probably also anger toward the perpetrator—that she most needed. In her new draft, the writer offered her response to her parents' words: "My throat burns and my head pounds as I wrack my brain to give a response that adequately conveys my despair…They can't hear me." *And therefore, she could not hear herself.* She had shut down her anger, and the only emotion that she could feel after it happened was a shame. Shame is not a primal emotion as is fear or anger. Shame is culturally derived, and as such, it can lock survivors into a pit of self-blame that makes recovery difficult. She told me in a conference that she did not know why she did not just push off her attacker and run out of the room, and her inaction is what generated the shame. I suggested she go back to that moment in her body memory and "see" with her mind's eye what was actually happening. This led to another draft which showed her why she could not escape—all her clothes were removed, and she feared he would hurt her given his "height and superior muscle strength…I wasn't just terrified; I was paralyzed." And then she realized that she did not need to hold onto the shame she had felt for not pushing him off and leaving. As Mia wrote in her process analysis for this new draft:

> You couldn't have just run out of the room; you were physically under his heavier body and you would have had to get dressed …. he would try to stop you, and he would have time to. You were trapped. This was an epiphany for me …. Slowly but surely, I am freeing myself. I consistently made a conscious effort to write in the present tense as I described the events. This places both me and the reader into the setting which transforms the story, which is exciting. I was skeptical of the idea that simply writing about a traumatic experience could truly change your life, but I am now a heartfelt convert.

This student's experience was a single trauma that had been handled badly by those around her. In the process of writing about her trauma she realized she had to encounter multiple factors besides the trauma itself, including her parents who could not hear the reality of her narrative because it was too threatening--better to minimize it as a bad sexual experience than see it for what it was—a rape. This put the survivor in the position of being her only advocate. She had two choices—minimize the effect of this experience and try to keep it from consciousness (and accept the symptomology she still had) or tell her story even if it was only to herself. In choosing

the latter response, which she did not do until she had "permission" to write about it by being in the class, she freed herself from shame as she contacted her anger, and, in the process, she rewrote her narrative and her life. Another student, Jonathan, had no idea until he allowed himself to write about his experiences that the childhood illnesses he had had—asthma, Lyme disease, and a heart defect that required open heart surgery—had had a profound effect on him.

Conclusion

The study of the neurobiology of trauma—how traumatic images are encoded in non-verbal parts of the brain—has revolutionized the response to trauma. Its effects are no longer seen as under the power of the will and instead are understood as limbic system response. We will need this new understanding of trauma because try as we might, we cannot always protect our children, our students, our colleagues, or even ourselves from trauma. But we can provide opportunities where we can tell the truth. Just acknowledging that and recognizing trauma's impact through effective use of writing allows survivors to feel that they count, that they still have a voice. And sometimes that voice makes all the difference. As Mia wrote, "my journey of healing won't always feel like stepping on nails—it feels like true inner peace. Slowly but surely, I am freeing myself."

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The Human Condition, the Goals of Adult Education, and the Role of the Adult Educator: A Conversation

Alan Mandell and Xenia Coulter

Abstract

As progressive educators, we argue that in traumatic times, college educators, in keeping with the Deweyan goal of promoting student agency (e.g., Dewey 1938), and modern-day philosopher Biesta's (2017) sense of students-as-subjects, not objects, should trust student judgment regarding their own human condition and needs. The most appropriate way in which educators can be most useful is by relaxing common college course rules and allowing more diversified course outcomes. Our own sense of what students need is both limited and limiting.

Background

The theme of this year's conference, "Adult education for the human condition: Global issues and trauma-informed learning," seemed to us to demand some extra, special definitional attention. What, for example, is "the human condition"? What do we believe this seemingly simple phrase means? What are our sometimes unconscious, sometimes unarticulated assumptions about it? So many additional questions follow: Do we as educators presume that our students are ignorant of their own condition? Do we presume, as Freire does, that the human condition is one of our "unfinishedness" (Freire, 2017)? Or do we take for granted what our university policies assert, that without our assistance the ordinary student condition is one of inadequacy in terms of jobs and economic status? Do we assume that most people—and adults attending college later in life than at the more conventional age—have some kind of "flaw" that has prevented them from achieving an appropriate level of development? If adult education is intended as a means of improving the human condition (in other words, if adult educators hope to offer meaningful, even critical responses to current global traumas), don't we have to know to what the "human condition" refers? Is it less obvious than we might at first suppose?

Arendt (1958) has taken time to consider many of these issues. She emphasizes their complexities, not only with respect to the individual—which is usually what adult educators have in mind—but also from a social or communal perspective. If educational institutions develop new techniques to solve immediate social problems, such as inexpensive water pumps that can reduce drought in affected nations, or new approaches to reading and writing that can reduce illiteracy across the globe, do we truly improve the human condition if we are unable to find ways of equitably sharing such knowledge? Or, as Tanner (1997) so thoroughly demonstrated, new technologies, which on the face of it seem to clearly improve the human condition all too frequently turn out to produce unexpected consequences that are worse than what the seemingly break-through technologies set out to improve.

But even putting these issues aside and assuming we can more clearly define the human condition, what, indeed, is our role as college-level educators of adults? Is it truly appropriate to

think we even have the right or the knowledge to change our students' "human condition" or, as many advocates of critical theory in the last century sought to do (e.g., see Brookfield, 1986), to emancipate them from their inadequate condition? Although not solely for reasons of teacher over-presumption, Biesta (2017), in his recent book on teaching, would respond *no* to such a question. He notes that critical theory assumes that the vast majority of people in the world today are unknowingly living in seriously oppressed conditions and that the role of educators is utterly essential in bringing this situation to mind, to enable their students to escape. As a scholar of John Dewey, arguing strenuously that students must be their own agents in learning[1], Biesta points out how deeply that view of the human condition and the concomitant educator role assumes and actually further reinforces students' dependency upon the teacher, rather than their own agency for figuring things out. As progressive educators ourselves, we espouse exactly the *opposite*. Our role, we at least claim, is not to tell students, but to make it possible for them to pursue knowledge and draw conclusions on their own. Or, as Biesta describes it (p. 98), teaching is a matter of creating a space, "where students can encounter their freedom, can encounter the very thing that nobody else" can do for them.

These were the questions, disputes, and concerns we hoped to discuss during our session.

Method

We met more than a half dozen faculty, administrators, and students "virtually" via Zoom. Our goal was to raise questions about the meaning of the human condition and the role of the educator, to listen to the attendees' own ideas, and then to describe the opinions of Arendt and Biesta and others (for example, Ranciere, 1991, and Dewey, 1938) for further thought.

Outcomes

Procedural issues

Zoom proved to be a demanding method for a group conversation. Participants found it difficult (perhaps even impossible) to spontaneously respond back and forth with their ideas. Instead, each person felt obliged to offer a single coherent response rather than tentative guesses. As a result, we only had barely enough time to listen to each other sequentially before we had to move on, a process that was more time-consuming than we had anticipated. Thus, we never had a chance to describe the relevant philosophical writings we had hoped to recommend, and our meeting was abruptly ended as we were unceremoniously transferred to the AHEA business meeting before we had any opportunity to reflect upon or draw conclusions from what had been said.

[1] Actually, "agent" is Dewey's term; Biesta throughout his book insists that students must be treated as "subjects" rather than "objects" of our education system. Given that Biesta's concept is quite nuanced (see, e.g., pp 9-11). Dewey's more straightforward term seemed more appropriate here.

General Impressions and Thoughts

Our own consideration of these background questions was shaped by the context in which we both work—serving as mentors with students individually mostly by phone, email, or online discussion. Much of what was said by the participants at our conference session, however, seemed to refer mostly to instructors in face-to-face classes. Moreover, our own experiences almost exclusively involved adults, that is, students living on their own, working mostly full-time, frequently married (or with partners) and with children, while, in addition, trying to complete college courses in order to earn a college degree. The zoom participants, however, seemed to be thinking about students who were young, unaware of life's complexities, or immobilized by the challenges of schooling. Again and again, there seemed to be an assumption that college students, particularly in today's highly stressful environment, seem to be in need of teachers with more empathy, more sensitivity, and more training in interpersonal communication in order to provide the support, understanding, and guidance students otherwise lack. That these students might be able on their own to seek appropriate support and assistance from other venues did not come up—at least not in the brief time we had together.[2]

Of course, we realized that AHEA attracts only a small subset of college teachers, typically those who teach about adults—adult development or adult learning—or who are faculty from departments of education, social work, psychology, or counseling, where human behavior is their primary focus. At our institution at least (although we would suspect at all institutions of higher education), such faculty are currently greatly outnumbered by those in business, technology, the sciences, literature, and the arts. Indeed, at the conference, we tended to speak about "the" adult educator in higher education as though our experiences and dispositions were common to *all* adult educators. But to expect all university-level teachers to improve their counseling abilities, or, for example, to begin one's class with ten minutes of self-meditation or positive thinking, might not be reasonable or even acceptable to teachers of accounting or French or biology. In which case, if, as was pointed out, the majority of all students, not just our students, experience trauma in their lives, how can we address the experiences of the majority of students who will never be in our classrooms and whose teachers cannot be expected to offer the kind of guidance and support we heard about at the conference?

That is not to say that we can (or should) do nothing. It seems to us that as the kind of college teachers who support AHEA, we can use our expertise in human behavior to urge our administrators and fellow faculty in other fields to rethink some of our firmest beliefs about the process of education. Why, for example, must everyone meet the same deadline? Our adults do not need to learn good habits of attendance in preparation for a future job. They already have jobs. Why can we not be much more flexible, not just with assignments, but also with course end-dates and less punitive in our incomplete policies. And if their assignments aren't up to par, why can't students be encouraged—helped and supported and given extra time—to revise or reconceptualize or otherwise redo them? Why can't we try to redesign our courses to be more

[2] It occurs to us that a session in which we explore our assumptions about what students need as compared to finding ways of asking them about their needs might be quite interesting.

individualized (or "personalized")? And if a student cannot complete the work, why not allow them to withdraw instead of receiving an F? These are all policy changes we know are feasible, especially appropriate for the adult learner, and sensible in a less standardized educational environment.

What our students really need from us, (as Rancière, Biesta, and even Dewey imply in their writings), much more urgently than our empathy, counseling, or guidance, is trust. For example, at least in the time we had in our session, no one suggested that students be asked what kind of help they needed, even though Dewey and Biesta would say that should be our first move! In our experience, the kinds of help they would be likely to request—that which only we, as educators, could feasibly and appropriately offer—are pragmatic moves that relax those pedagogical rules that are mostly for our convenience. The trauma that they can experience may not even be our business, but, as long as obtaining a college degree is a critical goal for them, we can make an effort (even if time-consuming for us) to offer them more flexibility and more extensive opportunities for customized learning experiences than what most colleges routinely allow.

In addition to trust, we should also offer our students more respect. Let *them* define themselves to us and let us accept what they say. Although we may feel they are victims or survivors, many of the adult students with whom we work do *not* view themselves in that way. Or, importantly, they do not want their teachers to regard them as such. Life, for all of us, is not always easy. In addition to unexpected events—pandemics, war, catastrophic weather—modern life itself is traumatic for many simply because our values and understandings are in continuous revision: constantly creating situations that are at best confusing, and often extremely difficult to accept. Admire our students (and ourselves too!) for the degree to which we have been successful in negotiating increasingly unexpected and alarming events. Traumas, large and small, are a part of life that we all must move through whether in productive or unproductive ways. Perhaps our role as educators ought to be to address our student traumas as much as possible, in Dewey's (1938) words in *Experience and Education*, as "educative" experiences, by which he meant experiences that open up new questions rather than shut them down. Let others sympathize, empathize, or even counsel. But then let the perhaps unique contribution of the educator be to show students that he or she has faith in their own understandings of their condition and needs just as progressive educators have faith in what students learn in their own ways.[3]

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[3] For those who argue that students really can't always be trusted to know themselves or their situation or to learn on their own, Biesta (and others he cites) recognizes that risk and acknowledges the fearsome position teachers who purportedly trust their students are in. However, if you really want your students to be "grown-up" adults (as Biesta refers to them), it is a risk you must take. To which we add: otherwise, we end up with adults who are unprepared for the uncertainties that come from living in a fast-changing democratic world and all too willing to give up their freedom to think for themselves to some external authority. (As you can see from Coulter & Mandell (2019) we really do recommend the Biesta (2017) book.).

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Parenting Adolescent Children in the American Culture by South Asian Immigrants from India

Olivet K. Neethipudi

Abstract

South Asian parents who immigrated from India experience stress because of their adjustments to the host culture (Perez et al., 2019). When their children are admitted into U.S. schools after immigration, they struggle to find a balance. Immigrant parents are challenged between preserving their ethnic cultural values and accepting the mainstream cultural values (Lui, 2018; Lui & Rollock, 2019). There has been much research about immigrant adolescents, but the research on the parenting experiences of immigrants is limited (Bradley et al., 2016; Lui, 2018). This research investigated the lived experiences of immigrant parents by utilizing a theoretical framework and analyzed the data through phenomenology to capture the essence of those experiences. Research findings captured the emotional struggles of the immigrants.

Introduction

Parenting an adolescent is challenging as adolescence is the period where changes occur in many developmental domains and adolescents start identifying themselves (Steinberg, 2017). Because of these developmental changes, adolescents question their parents rather than listen to them, and conflicts arise between parents and their adolescent children. Parenting an adolescent in a different culture where parents emphasize their ethnic values would still be more challenging. So, to explore those challenges of immigrant parents in a different culture, this research investigated Asian Indian immigrant parents to understand their perspective on parenting their adolescent children in the American culture.

This study interchanged the words Asian Indians and South Asians. South Asians are those populations originating from Bangladesh, Bhutan, India, Nepal, Pakistan, or Sri Lanka (Khera & Ahluwalia, 2021), and they are denoted the fastest-growing ethnic group in the United States (Thamotharan et al., 2018). In this research, all the participants are originally from India, so they are referred to explicitly as Asian Indians, but the overall demographics of the study intended to recruit immigrants from South Asia.

Based on traditional Asian values, children are expected to conform to the family belief system, including their personal choices of whom they marry and what career they pursue, and these immigrant parents' parenting practices are influenced by contextual and cultural factors (Kim et al., 2017). According to previous research, Eastern cultures are termed interdependent or collectivistic cultures, and Western cultures are termed independent or individualistic cultures (Pinquart & Kauser, 2018). According to Pinquart and Kauser (2018), in collectivistic cultures, each person, especially younger people, must learn to inhibit their wants and needs to attend to the needs of elders in the group, and individualistic cultures emphasize individuals' personal needs and desires rather than sacrificing their personal choices for their extended family or

group. After immigration, immigrant parents are confused about balancing both cultures. The juxtaposition of gaining independence and autonomy, as practiced in the mainstream American culture, and maintaining close relationships with their families of origin, which practice ethnic culture, can challenge the immigrant parents.

Problem Statement

South Asian immigrant parents from India struggle to raise their adolescent children in a different culture (Lui, 2018). It would not be easy to function normally if an individual lives in a different culture other than the location where that individual has been raised. It takes some transitional time for them to adjust. With that difficulty, parenting a child becomes more difficult in a different culture. The problem that this research investigated addressed the immigrant parent's struggles to raise their adolescent children in a different culture. The research problem that led me to explore this social problem was that previous literature still indicated a gap in the literature about children's home culture with immigrant backgrounds (Bradley et al., 2016).

Purpose of the Research Study

The study aimed to understand how South Asian immigrant parents from India parented their adolescent children in a culture different from their own by investigating their lived experiences. This research addressed the social problem by exploring their lived experiences. Through this research, South Asian immigrant parents' struggles in a different socio-cultural context were understood. How they raised their adolescent children in the United States was interpreted after analyzing the data phenomenologically.

Research Question

This research problem was investigated by answering the following research question: What are the South Asian immigrant parents' experiences of parenting their adolescent children in the American culture?

Theoretical Framework

In this investigation, the theories utilized were the Bioecological Theory by Bronfenbrenner (1994) and the Self-determination Theory by Ryan and Deci (2016). According to Bronfenbrenner (1994), the bioecological theory describes the interactions of the individual being studied about the contexts that directly and indirectly influence that individual. According to the author, the bio-ecological theory explains the interactions and interrelatedness of the individual being studied concerning the various systems nested within themselves. It consists of a microsystem with immediate proximity to the individual being studied, mesosystem and exo-system form the linkages between two or more settings that may or may not consist of the individual being studied, macrosystem comprises the culture of the society the individual was placed, and chronosystem consists of the time frame and the environment of the individual.

The other theory of my theoretical framework is the self-determination theory given by Ryan and Deci (2016). According to the authors, self-determined theory can be defined as the determination of an individual to adjust and live successfully in any given or changing context by satisfying their psychological needs of autonomy, relatedness, and competence. Autonomy can be defined as an experience of integrating the approval of self in any decision-making process. Relatedness can be defined as establishing collaboration with others, and competence can be defined as the need to be integrating with the environment. Utilizing these theories, this research study investigated the lived experiences of first-generation Asian Indian immigrant parents who wanted to retain their ethnic culture while parenting their adolescent children in the mainstream culture.

Analytical Framework

The lived experiences of immigrant parents were analyzed using interpretive phenomenological analysis. This study investigated the lived experiences of Asian Indian immigrant parents and captured their hidden vulnerabilities in raising their adolescent children in the U.S. socio-cultural context. This analysis captured the immigrant parent's hidden emotions with meaning-making structures while parenting their adolescent children in an unknown culture to them. The strategies the immigrant parents employed to successfully raise their adolescent children while parenting them in both cultures were explored to understand the meaning-making structures from their perspective. According to van Manen (2001), phenomenological analysis can help breakthrough "taken-for-grantedness" from any humanly experienced phenomenon to get to the meaning structures of those experiences. Based on parental experience, parenting is hard; this is taken-for-grantedness. Yet, why it is hard, in what way it is hard, how parents experience parenting a child and how difficult it would be about parenting a child in a different cultural context can be analyzed through phenomenology because it can break through those taken-for-granted situations to bring out the meaning structures from the parents' own perspective. Only phenomenological analysis can help get through the taken-for-granted situations and reach out for the meaning structures. Therefore, lived experiences were analyzed phenomenologically.

Methodology and Design

This research utilized a qualitative methodology and was designed through a phenomenological approach. The data were gathered using phenomenological inquiry and analyzed using Interpretive Phenomenological Analysis.

Method

- **Population**: The sample was taken from Asian Indian immigrant parents
- **Sample size**: Seven first-generation Asian Indian immigrant parents were investigated
- **Demographics**: Participants' demographics are represented in Table 1
- **Setting**: The sample was taken from the target population residing in a Mid-Southern city in the United States, and research was conducted during the Spring of 2021.
- **Data Collection**: Data was gathered through 60-90 minutes of semi-structured interviews with each research participant through Zoom due to the pandemic. There were challenges

in collecting data through online platforms because sometimes participants didn't want to access their cameras as I tried to record their interviews. It was hard to capture their facial expressions, so I asked them more questions to understand their perspective.

Table 1
Participant Demographics

Female Participants	Male Participants	Participant's country of origin	Participant's child/ren's age during research
Five	Two	India	High school Graduates

Data Analysis

Data were analyzed by two raters with 95% reliability and interpreted that immigrant parents are confused with mainstream culture on the one hand and their ethnic culture on the other hand while parenting their adolescents in two cultures. They were confused about disciplining their adolescents and their decision-making strategies. Collected data were analyzed phenomenologically through six levels.

- Level I – Coding
- Level II – Identification of Categories
- Level III – Reduction of categorized data to meaning-structures
- Level IV – Emergence of themes
- Level V – Capturing hidden emotions
- Level VI – Research findings

This research was based on van Manen's (2015) approach, and there are six levels involved in the data analysis of this research. The participants' experiences were transcribed and then analyzed by two raters for credibility and validity. In level 1, the transcribed data was studied and coded. The first rater coded through line-by-line coding, and the second rater coded through the general coding method. Then the coded data were categorized in level II. After that, the categorized data was reduced to meaning structures by writing and rewriting the texts using participants' direct quotes in level III and observing the emergence of themes from those meaning structures in level IV. In level V, the emotions of anger, anxiety, frustration, and fear were captured from the direct quotes of the participants, sometimes, they mentioned the emotions, and other times the raters captured those emotions through analysis. In level VI, the data analyzed in the above steps were interpreted through research findings on parenting adolescents in a different culture.

Research Findings

1. Immigrant parents were satisfied externally with their parenting practices but struggled internally when their adolescents resisted.
2. Immigrant parents struggled internally with confusion and emotional breakthroughs because of juxtaposition in every situation.

Discussion

Categorized data were reduced to meaning-making structures using participants' direct quotes, and then we observed the emergence of themes. The themes that emerged from level IV analysis are: (a) The immigrant parents emphasized extended family connections to promote ethnic cultural values without their adolescent's interest in learning them. We saw this through the parent's direct quote, "*we used to give gifts to our children for talking to their grandparents,*" (b) Immigrant parents were confused about their parenting practices as their adolescents resisted listening to them. We observed this from the participant's direct quote again, *"we are not confident enough when our children talked back and argued with us while we used to worship our parents as idols."* The confusion and juxtaposition failed the immigrant parent to meet all their psychological needs of autonomy, relatedness, and competence at the same time. Therefore, when immigrant parents cannot decide for themselves or discipline their adolescents, they experience negative emotions in their helpless situations.

This data analysis captured the hidden emotions in level V where the immigrant parents struggled with Anger, Frustration, Fear, and Anxiety, which can impact their parenting significantly that lead their adolescents into a confused state. Level VI of analysis was to interpret the Research Findings, and there are two research findings for this study. The first finding stated that immigrant parents are satisfied with their parenting practices externally by pushing their adolescent children towards unrealistic expectations but struggled internally without understanding the reason for their adolescent's resistance led them to negative emotional consequences. The second finding stated that the juxtaposition in every scenario and situation pushed immigrant parents to vulnerability and questioned their determined self whether to preserve their ethnic culture or promote the mainstream culture.

Research findings were interpreted during the sixth level of analysis and were based on participants' direct quotes and the interrater's textual descriptions. Immigrant parents are satisfied externally when their children get good grades; on the other hand, they struggled internally when their children talked back or argued with them. Their internal struggle was observed when the participants said in their direct quotes that "we have to forget everything we learned and start fresh from the beginning after immigration." Immigrant parents were in a constant state of juxtaposition whether to preserve their ethnic culture or promote the mainstream culture to which their adolescents are inclined, constantly craving help from outside sources, yet without knowing where to get that advice. Suppose all the systems in the Bioecological model are replaced with juxtaposition in the pictorial model, represented in Figure 1. In that case, there is confusion in navigating two platforms with opposite values in every system, whether the system is in proximity or linked through different sources. They need to decide whether to follow collectivistic or individualistic cultures, so immigrant parents struggle internally.

The juxtaposition was observed in achieving autonomy and relatedness in collectivistic and individualistic cultures differently. Autonomy and relatedness in collectivistic cultures were researched by Pinquart and Kauser (2018), and it was examined by Ryan and Deci (2016) in individualistic cultures. In the current research, when autonomy was considered, immigrant

parents from Asian India were confused about whether to emphasize themselves based on individualistic culture or promote sacrifice of themselves based on the collectivistic culture. Likewise, when relatedness was considered, they were confused about whether to emphasize collaboration according to mainstream culture or dependency according to their ethnic culture. This juxtaposition was observed through the participant's direct quotes during the analysis, where an individual's self-determination was achieved differently in collectivistic and individualistic cultures. The same was represented pictorially in Figures 2 and 3, where autonomy and relatedness required for competence were defined differently in collectivistic and individualistic cultures.

Figure 3

Juxtaposition observed in the bioecological model

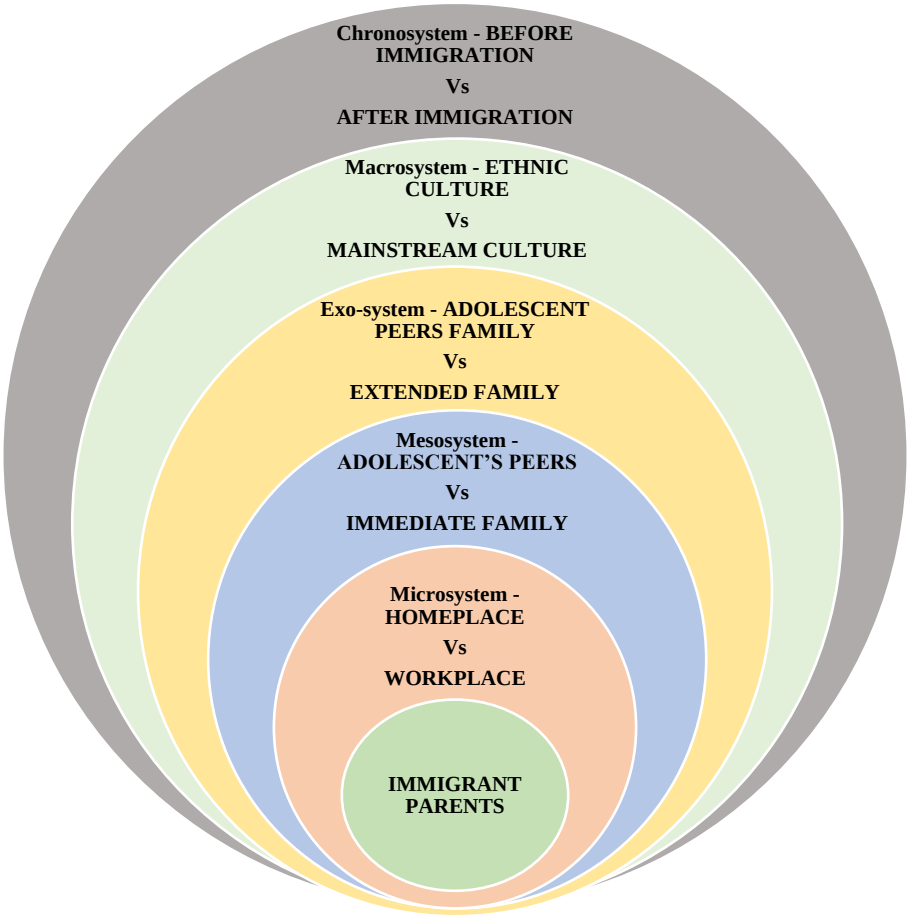


Figure 4
Self-determined individual in Collectivistic culture

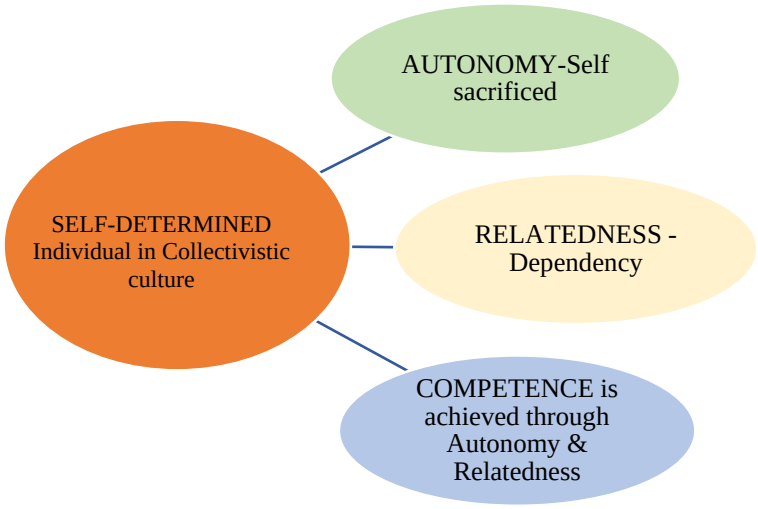
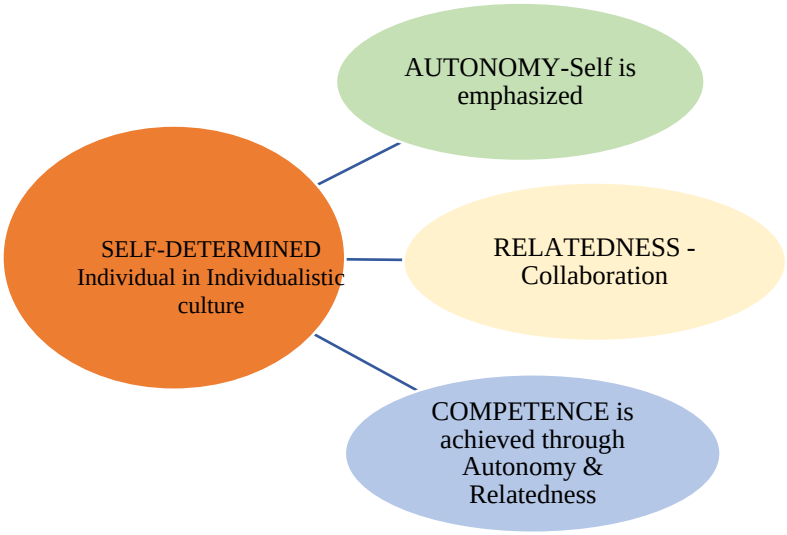


Figure 5
Self-determined individual in Individualistic culture



Implications of the Research

This research, if properly organized with well-integrated plans, includes three implications. The educators and medical professionals can: (a) help reduce the impact of negative consequences among immigrant parents both in their child's academics and in the medical field, which is directly related to their parenting (Perez et al., 2019); (b) help the immigrant parents to understand the different cultural contexts in which they are parenting their adolescents (Kim et al., 2017); and (c) help improve the immigrant parents' understanding by offering learning opportunities through communities of practice (Smith, 2009).

Limitations

The sample size was very small and from the same geographic area. Few participants dropped because of their unwillingness to share their experiences.

Future Recommendations

Future research is recommended on more cultural challenges with larger samples and in-depth interviews to add knowledge to the literature and help immigrant parents understand their position.

Conclusion

This research is important because different Asian populations are growing faster, and the number of children with immigrant backgrounds is increasing in American schools. The Asian Indian immigrant parents emphasize collectivistic cultural values at home while their adolescent children learn individualistic cultural values at their schools. There is a need to investigate the cultural perspective of immigrant children and how that perspective is influencing them through their parents' parenting practices. Therefore, this research investigated and analyzed the lived experiences of Asian Indian immigrant parents who parented their children through barriers and challenges.

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The Importance of Recognizing Personal Stressors, How They May Impact Our Professional Life/Teaching, and Steps We Can Take to Learn from the Experiences

Lynn Roberts and Patricia Coberly-Holt

Abstract

This chapter focuses on the importance of recognizing stressors, whether positive or negative, reflecting on how they affect our professional lives, and how we learn to use our experiences as we work with others in our higher education classrooms. When one acknowledges stressors, developing the skills to cope becomes more of a natural outgrowth of the experience. When working with others in a classroom setting who are also dealing with their own stressors, the ability to remain effective in our teaching becomes a challenge. This chapter begins by exploring typical and a-typical life events, recognizing the stressors associated with them, and how to develop skills to be successful as we continue our role as a teacher.

Introduction

Throughout our lives, many types of life events such as relationships, marriage, births of a child/grandchild, personal and/or family illness, raising children, finances, home ownership, co-workers, neighbors, and employment/unemployment, etc. are experienced. Most of these are considered typical life events that are common to many/all. What happens when someone is also faced with "atypical" events? Weather-related events such as hurricanes, tornadoes, floods, fires, snowstorms, and so on affect many parts of our country and add stress to the typical events already being dealt with by individuals. Adding to existing stressors are major world events such as the most recent event of COVID-19.

This chapter focuses on recognizing how stress manifests itself through these events, typical life and atypical life events, how recognizing the impact on personal and professional lives is important, and how implementing stress management techniques allows one to learn from the experiences and to be able to continue functioning at a professional level while understanding these most basic human life experiences (Donatelle, 2016).

Stress and Stressors

One dictionary definition of stress is "a physical, chemical, or emotional factor that causes bodily or mental tension and may be a factor in disease causation" (Merriam-Webster, n.d.). The American Institute of Stress (n.d.) offers two definitions: "physical, mental, or emotional strain or tension" and "a condition or feeling experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize." Stress can be positive (eustress) and/or negative (distress), but the physical signs are usually very similar (Donatelle, 2016). "Eustress presents the opportunity for personal growth and satisfaction" according to Donatelle (2016, p. 73-74) whereas distress can have a detrimental effect on health. Whether one is interviewing for a job or waiting on medical results, similar physical symptoms

may appear such as sweaty palms, dry mouth, digestion issues, nervousness, and breathing difficulties to name a few. When the stressors are not managed, anxiety and insomnia can occur. Long-term stressors that are left unchecked can all lead to health issues such as cardiovascular disease, weight gain, alcohol dependence, hair loss, diabetes, digestive problems, and impaired immunity (Donatelle, 2016).

Affect in the Classroom

How do we bridge the gap between personal stressors that a teacher experiences and the ability to take command of the classroom when class begins and to continue in a professional manner when his/her world may be collapsing all around? What allows a teacher to keep emotions in check and to "carry on"? Questions to consider include, "How have you handled stress in the past?" and "How does this affect you in the classroom?" Does the reaction cause one to "hold it in" or to "react in negative ways," and ultimately how does the reaction affect the teaching situation? Some reactions may include a lack of focus, not paying attention to student concerns, and delayed feedback to students. How does one care for oneself when also having the responsibility of helping students who are also experiencing personal and academic stressors?

Much of the research studying the impact of COVID-19 on education has been with K-12 educators, but there is growing interest in higher education faculty. However, recent studies of COVID-19 and higher education faculty indicate that more than half of college faculty have considered a career change or early retirement (Nietzel, 2021). To add to the growing signs of stress during COVID in a study by Zalaznick, three out of four faculty reported significant stress while transitioning to new modes of teaching and two/thirds fear a decline in the public's perceptions of the value of higher education (2020).

Based on a study with 1,122 online survey respondents by faculty at two- and four-year colleges and universities across the country, 55% stated they seriously considered either changing careers or retiring early (Nietzel, 2021). Of this group, Nietzel reported that 69%, over twice the number prior to the pandemic, felt stress, with 35% feeling angry, and 68% felt fatigued.

Among the potential impacts of COVID, higher education faculty have exhibited concerns over issues such as burnout, with more than half of faculty reporting a significant increase in emotional drain (53%) and work-related stress or frustration (52%) both of which are warning signs of burnout (Zalaznick, 2020).

Most faculty also noted increased stress on the job as courses were moved online at the beginning of the pandemic. According to Zalaznick (2020), 90% of the higher education faculty that were surveyed responded that COVID-19 made their job more difficult, and more than half reported feeling stressed by decisions of their administrators and personal matters such as childcare or financial concerns.

In addition to the added stressors, three-quarters of faculty reported feeling less connected to colleagues and students (Zalaznick, 2020), avenues that often are sources of lessening stress for

higher education faculty. With all the added stress during much of the global pandemic and the loss of stress reducers, many were left not knowing how to react.

Faculty also exhibited fear over their jobs. Of those higher education faculty who responded to the survey, 60% responded that they expected academic programs or courses of study to be cut and one in four feared their personal institution or department might be closed or faculty cut (Zalaznick, 2020). There was much talk about a new normal in higher education. According to Zalaznick, this led to additional stress, with 75% of faculty are concerned that changes in class size and teaching modality, or other shifts, will make it more difficult to provide high-quality instruction and form strong relationships with students.

Self-Care Tips for the Trauma-Responsive Educator

The main point to consider is that the teacher must take care of himself/herself in order to take care of students. Teaching & Learning Innovation (n.d.) offers tips for trauma-responsive educator through the University of Tennessee. The first advice they provide is to avoid becoming your students' therapist. While it is appropriate to be available, clear boundaries should be established and maintained. By being aware of university resources for our students going through a difficult time, it is better for them if we point them in the direction of the appropriate person or office most conducive to their needs.

Not only should educators be aware of our student's needs, it is also important to be aware of our own signs of compassion fatigue. These include an increase in irritability, difficulty planning learning activities, decreased ability to concentrate, and a general sense of apathy. It is also possible to notice increase in nightmares and intrusive thoughts about students' traumas (NCTSN, 2008).

We can help ourselves by identifying what is important to us personally, including why we became an educator. Reminding ourselves and even reflecting on what about your career is most important will help bring back the passion for the classroom. Often, working with a peer on this reflection can deepen the effects.

The Center on Great Teachers and Leaders advises that we develop cues for engaging in self-awareness by working mindfulness into our daily routine by establishing cues to practice self-awareness (2020). This can be in multiple forms, including a self-check/body scan before a meeting or class, conducting mindfulness exercises when washing hands or taking a walk, practice deep breathing before/during/after teaching (Center on Great Teachers and Leaders, 2020). Finally, do not be afraid to ask for help. This can be by reaching out to peers or a support group, on or off-campus.

Mindfulness

Mindfulness is "the simple act of paying attention to the present moment, on purpose, and without judgment (Kabat-Zinn, 2017). Mindfulness is a more recent term, but many of the practices associated with it have been around for years. Technology has greatly affected this

simple act. Cell phones, social media, TV/streaming services, etc. have caused multi-tasking to take over our lives and which takes us away from "being in the present". Mindfulness "builds resilience and helps us adjust to stressful circumstances and persevere during adversity" (Paulson, Davidson, Jha, & Kabat-Zinn, 2013). We also need to examine what mindfulness is not: another thing "to do", becoming a monk or a hippie, controlling your mind, a formal practice that takes hours. Ways to eliminate stress through mindfulness and meditation include slowing down when making decisions so that the best action is taken, focusing on doing one thing at a time instead of multi-tasking, and practicing gratitude to help increase the positive impact on work, relationships, health, and creativity (3 ways to eliminate, 2020).

"To put it simply you cannot give what you don't have. You must make time to nourish yourself, even if it means saying no occasionally. The better you treat yourself, the better you can treat others" (7 attitudes, 2020). Attitudes of mindfulness as one begins the journey suggests being non-judgmental in sharing one's opinion when not asked, having patience with oneself and with others, and accepting things as they are and people where they are. The article adds that being non-striving encourages one to stop and look around and focus on the here and now instead of always looking to the next thing and to trust one's instincts and intuition. Finally, letting go and learning to say no helps develop a beginner's mind which then focuses on starting and ending the day with healthy routines (7 attitudes, 2020).

The Mayo Clinic (2020) reports how mindfulness helps one live in the moment by using three types of meditation. Body Scan meditation requires lying down and focusing on each of the sensations, emotions, or thoughts associated with each body part. Sitting meditation focuses on breathing and the physical sensations while seated while walking meditation focuses on breathing sensations while slowly walking a distance of 10-20 feet focusing on the experience of walking while thinking about movement and balance.

The Mayo Clinic (2020) also reports that there are many simple ways to practice mindfulness. Paying attention to the busy world by experiencing it through the senses, living in the moment and finding joy in simple pleasures, accepting yourself, and focusing on breathing even if only for a short time can increase the practice of mindfulness.

Summary

As we navigate our personal and professional lives, it is important to recognize stressors that we encounter and then take steps to manage them so that we can continue our quest of helping our students when they enter our classrooms and university settings with their own set of stressors. By remaining mindful, identifying our own and our students' stressors, and being aware of our own boundaries, and on-campus resources, we can assist in a calmer workplace environment.

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Comparison of Competency and Entrustability in Ongoing Adult Skill Development: How Do They Meet?

Richard Silvia and Kathy Peno

Abstract

Although skill development has typically been viewed as the development of competence as a result of education and experience, recent changes in certain healthcare fields have moved the focus to include the notion of entrustability as well. This paper examines the connection between skill development, entrustability, and the role that complexity plays in the process. A model outlining the relationship between skill acquisition, entrustability, and level of complexity is presented for discussion. Additionally, the Purposeful Ongoing Mentoring Model-Revised (POMM-R) (Peno & Silva Mangiante, 2021) is suggested as a vehicle by which skill development and entrustability can effectively occur.

Introduction/Background

Skill development has historically focused on attainment of increasing levels of competency over time. The goal has been to move learners from introductory levels of skill through more intermediate levels toward expert levels. Recently, professional skills development, such as in medical and pharmacy education, has focused on not only increasing competency but also a new concept: entrustability.

Entrustability was first applied to medical education in the early 2000s (ten Cate, 2005) as a progression of competency-based education. It was incorporated to move competency towards more direct profession-related applications as "entrustable professional activities," or EPAs. The idea was that increasing skill within an academic setting was not sufficient if the learner could not apply that skill in an actual medical environment.

How does entrustability relate to overall skill development, and what makes it different from traditional models of skill development? Herein we present a model that incorporates both skill competency and entrustability, while also considering the relative complexity of the environment within which the skill will be applied.

Competency and Entrustability Defined

The discussion of competency and entrustability should begin with their definitions. Merriam-Webster defines *competency* as "possession of sufficient knowledge or skill," and *entrust* as "to confer a trust on, to commit to another with confidence" (Merriam-Webster, n.d.). These definitions do not demonstrate a clear connection between the two concepts, but certainly, one cannot be entrusted to perform a skill without having some degree of competency within that skill. As such, there must be a connection between skill competency and entrustability.

There are also inherent differences in how these two terms would be applied within skill development. Competency within a given skill can be evaluated through a variety of means, both subjective and objective, and qualitative and quantitative. Many skills have methods of evaluation that are well described in the relevant literature and professional educational guidelines. Entrustability is not as easily assessed in a learner, as the basis of entrustability, "trust," lies within the affective domain more so than competency, making it more inherently subjective. It also differs in that skill competency is based more in the attributes of the learner alone, whereas the affective basis of entrustability is reflected in both the learner *and* the instructor. In this manner, the past experiences of the instructor could play as much of a role as the past experiences of the learner in determining entrustability. An instructor with previous negative experiences with learners could allow for less entrustability in each learner than an instructor with positive experiences.

Development of Our Model

Skill Acquisition

To develop our model that explores the relationship between competency and entrustability, the work of Dreyfus and Dreyfus (1980) served as a foundation. The Dreyfus's Model of Adult Skill Acquisition has been widely accepted and applied across a variety of skill domains. The five stages of skill acquisition are Novice, Advanced Beginner, Competent, Proficient, and Expert. It is important to note that the term "competency" used in our model does not refer to the Competent stage in the Dreyfus model, but rather refers to skill competency (as defined above) as used in the medical and pharmacy education literature. According to Dreyfus & Dreyfus (1980, 1986), skill acquisition occurs in a particular domain as a result of education and experience. While moving from one stage to the next may vary by field in terms of time, particularly at the higher stages, the actual process of skill acquisition is typically linear.

Entrustability

To fully grasp the concept of entrustability, we examined the method of assessment most commonly described in the literature which is based upon requirements for supervision of a learner: Observation Only, Direct Supervision, Reactive Supervision, Intermittent Supervision, and General Direction (no supervision needed or able to supervise others) (Haines, 2017; ten Cate, 2013). It is important to note that the literature on EPAs stresses that entrustability should not be used as a measurement of skill competency, but rather the ability to provide those skills in a professional environment (ten Cate, 2020). Within our model, entrustability is assumed to increase at a non-linear rate, where it increases slowly at lower levels of skill attainment and faster at higher levels. According to the Dreyfus Model of Skill Acquisition (1980), higher skill stages include the concepts of self-awareness within a new situation and intuitive reasoning to apply past experiences to current situations. At lower stages of skill, learners are generally unable to reflect in practice and implement change during practice, as they are only capable of reflecting on practice later on (Schön, 1987). As this self-awareness and intuition are not seen at lower stages of development but develop over time, we assumed that these attributes in the

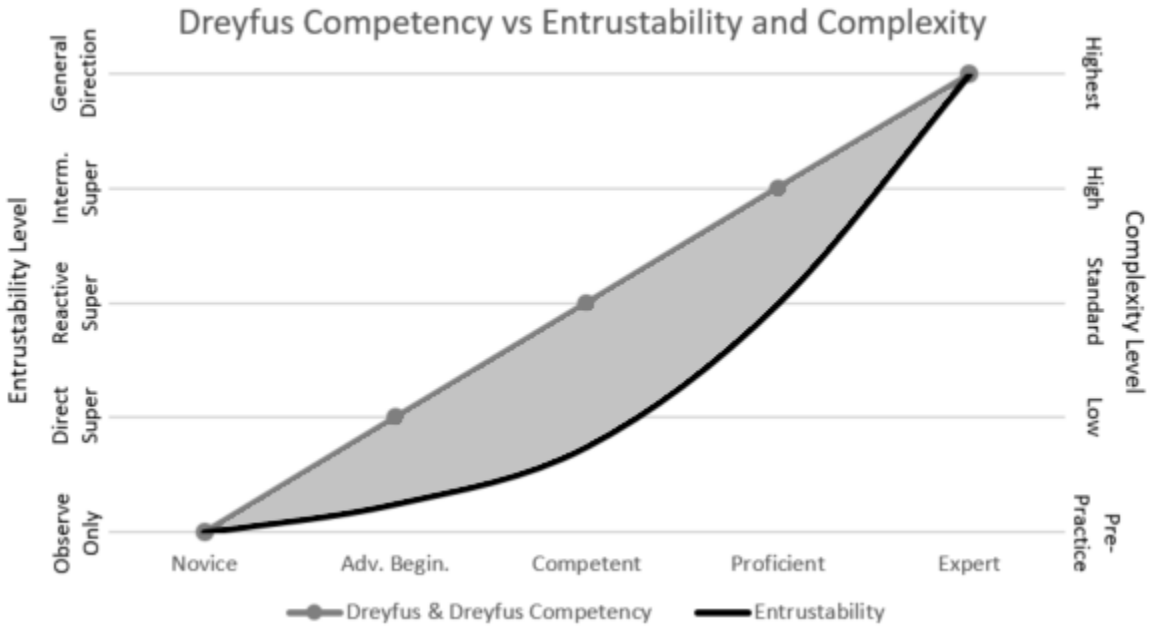
learner would be essential components for increased entrustability by the instructor. Hence, the non-linear development of entrustability in our model.

Interplay of Competency, Entrustability, and Complexity

Over time, with proper instruction and experience, the learner should progress through the stages of skill acquisition (Dreyfus, 1980). As higher levels of skill are attained, it would stand to reason that the learner is also granted greater levels of entrustability. However, our model suggests that competency advances faster at lower stages compared to entrustability, as seen in the visual representation of the model in Figure 1. This is further compounded by the complexity of the environment in which the learner is placed. While increased skill is needed for higher complexity settings, so too is greater entrustment of the learner by the instructor to perform the skill in such settings.

Figure 6

Dreyfus Competency vs Entrustability and Complexity



While competency increases linearly over time, allowing learners to engage in higher complexity environments, entrustability does not increase at the same rate. The interaction between learner and instructor incorporates the affective domain of both parties so that entrustability is more than the learner's skill attainment. The grey zone illustrates the area where effective scaffolding can assist learners in developing competency to be entrusted in higher complexity settings.

At the Novice skill level, the learner is entrusted to only observe the instructor and not to attempt the skill on their own. The Novice can only function in a Pre-Practice complexity setting. Upon reaching the Advanced Beginner stage, the learner may have the requisite skill level to function

in a Low complexity environment but would still be entrusted to perform at an Observation Only level, perhaps with some Direct Supervision by the instructor. Advancing to the Competent stage, the learner's skill is appropriate for a Standard complexity setting but might only be entrusted to do so under Direct Supervision. Alternatively, they might be able to function in a Low complexity setting with Reactive Supervision. Proficient learner can apply their skills in a high complexity environment under Reactive Supervision, and by this point, their entrustability is increasing at a faster rate. This is in recognition of the greater degree of self-awareness and ability to function outside of bound procedures they possess.

By the Expert stage of skill attainment, the learner is able to function in even the highest-level complexity setting and is entrusted to do so independently or even supervise and instruct others on the skill. So, how does this move toward higher levels of skill and entrustability occur?

Figure 7
Complexity of Setting Effects on Entrustability

SETTING COMPLEXITY	Novice (developing the most basic components of the skill based upon specific instructions and rules)	Advanced Beginner (able to use learned skills based inflexible rules, able to recognize basic context of complexity)	Competent (developing ability to assign importance to information based upon complexity, can reflect after activity)	Proficient (able to work outside rules to adapt skill to unknown situations, can reflect in action to achieve flexibility)	Expert (applies skill intuitively across complexities and respond to unknowns based upon extensive experience)
Highest (greatest degree of complexity where unknown variability is frequent)	N/A	N/A	N/A	N/A	General Direction (could likely supervise or mentor others)
High (setting has greater degree of unexpected elements needing attention)	N/A	N/A	N/A	Direct/Reactive Supervision (development possible with appropriate mentoring)	General Direction (could likely supervise or mentor others)
Standard (setting is "typical" complexity for field of study)	N/A	N/A	Obs. Only/ Direct Super (requires mentorship to develop skill in more complex environment)	Reactive Supervision (ability to expand skill abilities to new situations with minimal assistance)	General Direction (could likely supervise or mentor others)
Low (real world but with minimal unexpected elements)	N/A	Obs. Only/ Direct Super (requires intensive supervision as uses skill for first time in real world)	Direct Supervision (though progress to Reactive Supervision is possible)	Intermediate Supervision (able to function independently and asked for help if needed)	General Direction (could likely supervise or mentor others)
Pre-Practice (learning environment that simulates real world)	Observe Only (still learning the skill)	Direct Supervision (still developing the skill)	Reactive Supervision (if this complexity level even needed for development)	General Direction (could likely supervise or mentor others)	General Direction (could likely supervise or mentor others)
SKILL COMPETENCY					

Learners at each stage of skill competency may be entrusted to perform that skill at different levels in different complexity environments. Higher levels of complexity may be inappropriate for a particular competency level, but lower complexity might afford greater degrees of entrustability.

The Purposeful Ongoing Mentoring Model-Revised (POMM-R) in practice

We propose that, in order to encourage the development of higher levels of skill and entrustability simultaneously, a purposeful approach to professional learning should be adopted. The POMM-R (Peno & Silva Mangiante, 2021) is adapted from the Dreyfus Model of Skill Acquisition (1980) and provides a vehicle through which effective skill acquisition can occur

(Peno & Silva Mangiante, 2012). The POMM-R explicates a framework and strategies to be used by a peer or instructor of higher skill level to mentor/coach a less skilled learner. The mentor/coach scaffolds the students' learning (Vygotsky, 1978), and provides opportunities for reflection on their practice (Schon, 1983; 1987). The model consists of mentor actions and goals at each of the stages of skill from novice to expert on the Dreyfus model (1980). The mentor/coach/instructor will first develop a goal for moving a student from one level to the next and scaffold the student's learning while providing opportunities for reflection on practice, as explained in Figure 3 below.

Figure 8
The POMM-R in practice. Adapted from POMM-R

	Novice	**Advanced Beginner**
Student Characteristics	Applies rules without flexibility and lacks awareness of different contexts	Recognizes the context of situations. Has difficulty sensing what is important and/or handling challenging situations.
Goals for advancement	To examine rules as applied and increase awareness of contexts	To increase awareness of the relative importance of aspects in different situations.
Mentor Actions - (Scaffolding and Reflection)	*Model an effective strategy for using a rule in a given context. *Assist the learner in reflecting on current practice. *Provide feedback on the learner's identification of patterns in situations and choice of approach.	

For example, in the case of a student driver, the instructor, from the passenger seat, will provide corrective or supportive feedback about the learner's driving performance (examine rules as applied) and will continue until the end of the lesson. During subsequent lessons, the instructor will lead the student driver through increasingly more difficult tasks (scaffolding) such as driving up or down a steep hill, moving from a parking lot to a back road to the main road, and parallel parking. The instructor will converse with the student at the end of the session to ascertain what they thought about their driving, what they might change next time, and if they had any questions (reflection). Only once the student driver has demonstrated competency in these tasks will the instructor feel comfortable with the student's ability (a level of entrustability) and encourage them to take their driving exam. Once the learner has passed their driving exam and obtained their driver's license, then they are entrusted to drive unsupervised.

Within pharmacy education, a learner moving from Advanced Beginner to Competent (see Figure 4 below) in the skill of assessing drug-drug interactions is progressing to where they have some entrustability to perform in low-level complexity situations. For example, they might be

allowed to interview a patient complaining of dry mouth and review their medications for possible interactions, a relatively low complexity situation with a near-zero risk of harm to the patient. This would, however, be done under the direct supervision of an instructor, as the learner is still developing their skill and competency. The instructor would assist the learner in developing past the rigid rules of assessing drug interactions to develop a better sense of context and alternative methods they might use that will be useful in moving to a Competent level. In either situation, the learner and instructor should review the process the learner used to review and resolve the drug interactions found.

Figure 9

The POMM-R in practice. Adapted from POMM-R (Peno & Silva Mangiante, 2021)

	Advanced Beginner	**Competent**
Student Characteristics	Recognizes the context of situations. Has difficulty sensing what is important and/or handling challenging situations.	Recognizes which situations are important and which can be ignored Develops own rigid, inflexible rulemaking, if averse to taking risks, if lacks confidence, or if fearful of losing control
Goals for advancement	To increase awareness of the relative importance of aspects in different situations.	To increase efficacy in ability to handle difficult, threatening, or uncertain situations.
Mentor Actions - (Scaffolding and Reflection)	*Model alternative approaches. *Provide feedback on the learner's importance placed on different aspects and choice of actions in a variety of situations. *Assist learner to reflect on practice as applied in different situations.	

Conclusion/Future Directions

In this work, we have examined the connection between skill competency, entrustability, and complexity to understand their interplay and uncover best practices for using these concepts in professional practice development. The Purposeful Ongoing Mentoring Model - Revised (POMM-R) (Peno & Silva Mangiante, 2021) was proposed as a framework for thinking about important components needed to improve professional practice and encourage skill development and entrustability in complex settings (like Medicine and Pharmacy). While it appears to be a useful model in the context of pharmacy student development, research, and application in other fields with complex contexts should be explored.

There are several areas to examine and develop in moving forward with this model in the future. From an educational standpoint, how should learner entrustability be assessed appropriately alongside skill level? Most professions have methods of assessing skill levels according to published professional standards. Methods of assessing entrustability are not as well defined,

especially as this concept is newly incorporated into a profession. It is further complicated by the point that assessment of skill development, and therefore entrustability, is needed after the learner leaves a formal learning environment into a workplace setting, where such assessments may not be standardized or even utilized. Considering the intent of entrustability is utilization within workplace settings, this would be an important aspect to consider within continuing professional development and education.

Another component worthy of continuing study is the role of "affect" in assessment of entrustability, as mentioned above. The affect of the learner, as demonstrated in the concepts of professionalism, self-awareness, and emotional intelligence, can potentially influence the entrustability afforded to them as much as their level of skill attainment. A learner with sufficient skill development for a given situation but with low self-awareness and overconfidence might only be afforded minimal entrustability despite their skill level. The instructor would likely need to address these affective concerns before (or at least concurrently) developing the learner's skill further. Conversely, the affect of the instructor can also play a role, as their past experiences could alter their perceived entrustability of a learner, regardless of the learner's skill level. This would diminish the ability to develop a consistent assessment methodology for entrustability, potentially more so than actual skill level which would be less abstract.

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The Invisible Pandemic

Joyvina Evans and Joshua Ramaker

Abstract

The public health impact of trauma can have devastating effects on students and faculty. The effects can range from mental breakdown to participation in destructive behaviors or involve injury and loss of life. The physical health implications can range from cardiovascular issues, high blood pressure, stroke, and potential death. Dealing with traumatic events can cause irrational behaviors and thoughts. The rate of deaths due to drug overdose increased during the pandemic. Furthermore, suicide rates have increased in the past year.

Introduction

The public health impact of trauma can have devastating effects on students and faculty. The effects can range from mental breakdown to participation in destructive behaviors or involve injury and loss of life. The physical health implications can range from cardiovascular issues, high blood pressure, stroke, and potential death. Dealing with traumatic events can cause irrational behaviors and thoughts (MacGruder et al., 2017).

Trauma

According to the APA (2022), “Trauma is an emotional response to a terrible event like an accident, rape, or natural disaster. Immediately after the event, shock and denial are typical. Longer-term reactions include unpredictable emotions, flashbacks, strained relationships, and even physical symptoms like headaches or nausea.”

The COVID-19 pandemic has affected the entire country. COVID-19, coupled with significant changes to people’s social environments, is a cause for concern. For instance, the trauma related to COVID-19 includes loss of work, housing and food insecurity, death of loved ones and friends, political unrest, changes to work and school, and increased household stress that may have led to increases in interpersonal violence. Additionally, since the beginning of COVID-19, the U.S. has experienced increasingly visible race-based violence and harassment. These experiences can cause significant stress that can lead to future mental health problems if not addressed early. COVID-19 exacerbated symptoms for people who had experienced past trauma or were already living with PTSD. Approximately 41% of adults reported experiencing at least one adverse mental or behavioral health condition related to COVID-19 in June 2020. This number included 26% of adults who reported trauma- or stress-related disorder (CDC, 2020).

The rate of deaths due to drug overdose increased drastically during the pandemic. More than 100,000 Americans died from drug overdoses from April 2020 to April 2021 (Patel et al., 2021). Patel et al. revealed in their study the increase of opioid overdose visits increased by close to 10% between January and October 2020. The Centers for Disease Control and Prevention (2021)

reported that mental health-related E.R. visits increased 31% amongst the 12-17-year-old population. The report further concluded that E.R. visits for suspected suicide attempts or suicidal ideations increased amongst girls by 50.6%.

Furthermore, studies have shown that many college students have indicated feelings of distress and trauma since the pandemic. Students have shown increases in anxiety and depression. The trauma associated with the pandemic also caused many low-income students and first-generational students to take time off from college (Lee et al., 2021).

The public health impact of trauma can have devastating effects on students and faculty. The effects can range from mental breakdown to participation in destructive behaviors or involve injury and loss of life. The physical health implications can range from cardiovascular issues, high blood pressure, stroke, and potential death. Dealing with traumatic events can cause irrational behaviors and thoughts (MacGruder et al., 2017).

Impact of Trauma

The trauma from COVID-19 significantly impacts college students. Many college students experience moderate psychological stress due to the sense of loss of social structure and uncertainty. The stress has resulted in a need for post-pandemic (Varghese et al., 2021). The themes occur in spaces like the “real space” or physical, “wished space” or desired, and “virtual space or bridge between physical and desired. Exploring lived experiences offers inputs for developing various mechanisms that will improve the conditions of this vulnerable group in times of unprecedented crisis” (Cahapay, 2020).

College closures affected more than one and a half billion students worldwide, including at least 25 million in the United States. The closures have decreased physical activity, lower sleep quality, increased alcohol consumption, more food insecurity, and amplified stress (Hickey et al., 2021). Trauma impacts student success too. Barriers to success are anxiety or stress (87%), lack of motivation (84%), distracted home environment (76%), and time management (75%) (Hickey et al., 2021). Luckily spring 2020 GPAs do not reflect a lack of achievement and remain steady. 76% of anticipated career choices aren't changed post-pandemic, and 95% of healthcare career paths are unchanged (Hickey et al., 2021). Students are less concerned with getting the virus and things that happen to them personally but more concerned about pandemic repercussions for loved ones.

College faculty require pandemic support from the administration. Universities adapt to the pandemic by modifying instructional delivery, changing campus housing arrangements, creating strategies to keep students and faculty safe, developing policies that facilitate student success, and readying for students to return to campus. University leaders and faculty need to be informed of challenges. Education for staff includes information on post-pandemic behaviors, general concerns, barriers to student success, and dates for evidence-based decisions, advising, and teaching practices (Hickey et al., 2021).

Conclusion

Trauma is a significant public health concern. Additionally, trauma is a higher education concern due to the significant impacts on students, faculty, and administration. Public health prevention efforts can assist with dealing with trauma in higher education. For instance, primary prevention can prevent student and faculty exposure to trauma. Secondary prevention can be directed at offering mental health therapy and counseling resources. In addition to prevention strategies, there is a need for an increased level of compassion, encouragement, understanding, and mental health resources. Finally, there is an opportunity for future research on the public health impact of trauma and the impact of trauma on college students.

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Make plans now to join us next year. Hopefully, we'll be able to meet in person again. If so, we'll likely be back in Orlando, in March. If in-person gatherings still aren't advisable, we'll meet again online. Begin thinking now about how your ideas might add to this discussion. The call for presentation proposals and details regarding the conference dates and location will be sent early in the fall.

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