



# NCTSN Core Concepts Problem Based Learning (PBL) Guide



<p><b>Important Facts</b></p> <p>A list of salient (most important) information.</p> <p>Add to the list as you move through each section of the case.</p>	<p><b>Hunches &amp; Hypothesis</b></p> <p>Your clinical impression drawn from available facts.</p> <p>Add or remove hypotheses from this list as you learn more facts that either support or "rule out" your initial hunches.</p>
<p><b>Next Steps</b></p> <p>Describe what you would want to do next based on evidence currently available and the meaning you draw from it thus far.</p>	<p><b>Learning Issues</b></p> <p>Things you would like to research, learn more about.</p> <p>(The goal: to foster healthy scientific curiosity &amp; to foster the habit of regularly updating one's knowledge and skills.)</p>

**NCTSN Core Concepts:** 1. Traumatic experiences are inherently complex, 2. Trauma occurs within a broad context that includes children's personal characteristics, life experiences, and current circumstances, 3. Traumatic events often generate secondary adversities, life changes, and distressing reminders in children's daily lives, 4. Children can exhibit a wide range of reactions to trauma and loss, 5. Danger and safety are core concerns in the lives of traumatized children, 6. Traumatic experiences can affect the family and broader care giving systems, 7. Protective and promotive factors can reduce adverse impact of trauma, 8. Trauma and post-trauma adversities can strongly influence development, 9. Developing neurobiology underlies children's reactions to traumatic experiences, 10. Culture is closely interwoven with traumatic experiences, response, and recovery, 11. Challenges to the social contract, including legal and ethical issues, affect trauma response and recovery, 12. Working with trauma-exposed children can evoke distress that makes it more difficult for them to provide good care.