



Should I be here?

Advancing healthy engagement with shame in transition periods

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THE
SHAME
LAB



Brief Disclosure



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Objectives

- Define shame and explain why it can be a potent emotion during educational transition periods
- Outline specific intrapersonal and environmental drivers of shame during transition periods.



Objectives

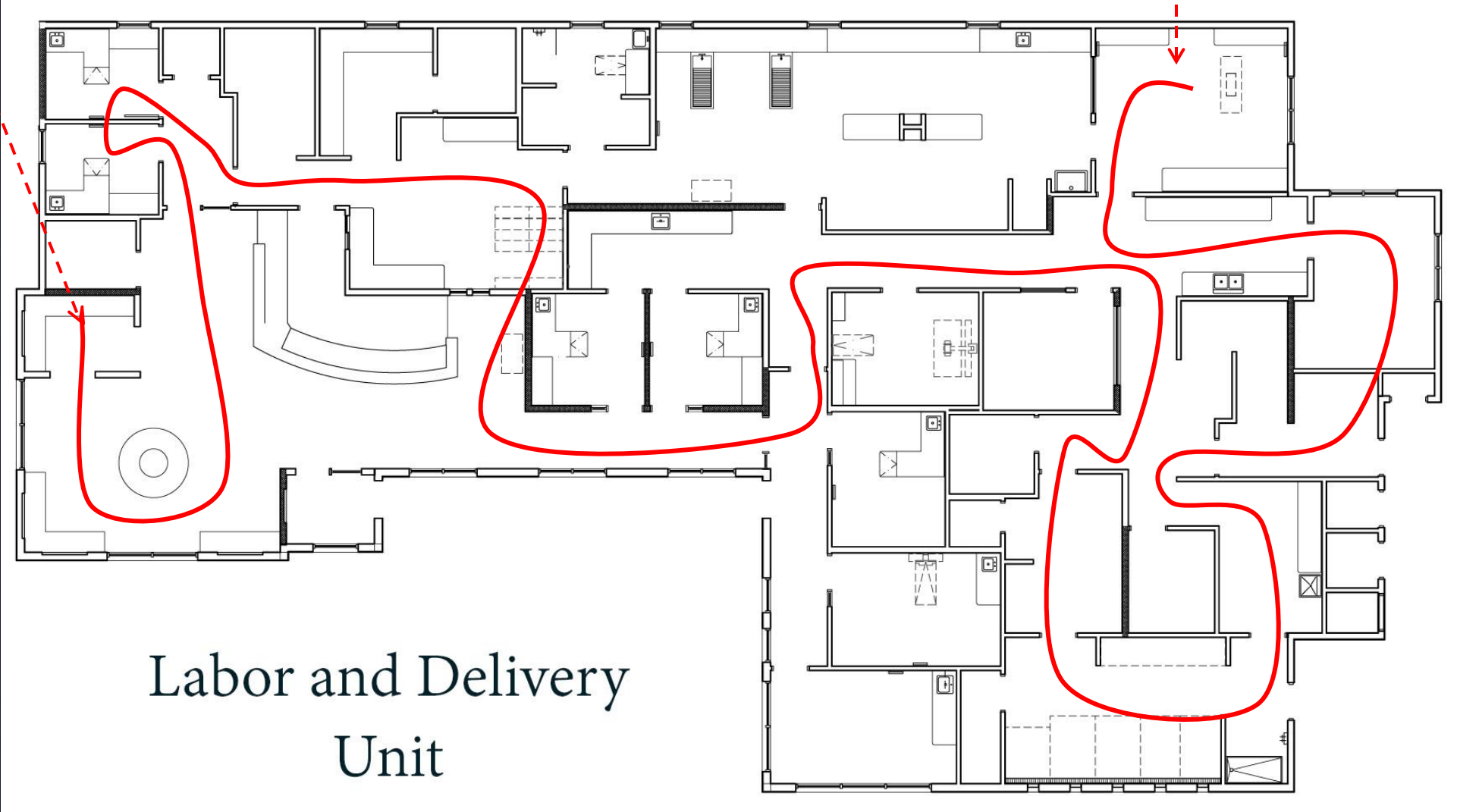
- Define shame competence and outline its five pillars
- Apply specific approaches for helping learners adopt shame competent, emotionally resilient approaches to transition periods



A personal story

Final Hiding Place

Site of Error





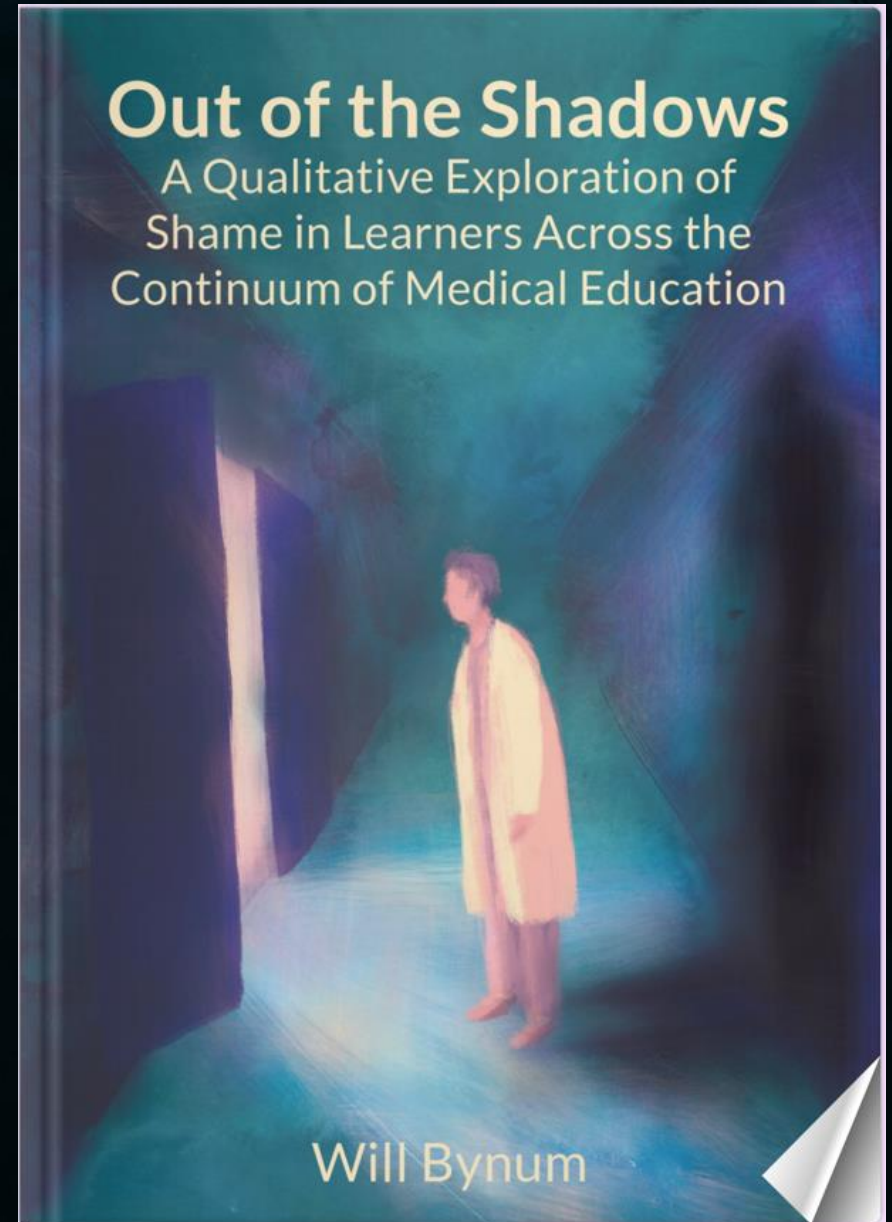




the
present absence

of shame in medicine and medical education

How do medical learners experience shame across the continuum of medical education?





Shame (n.):

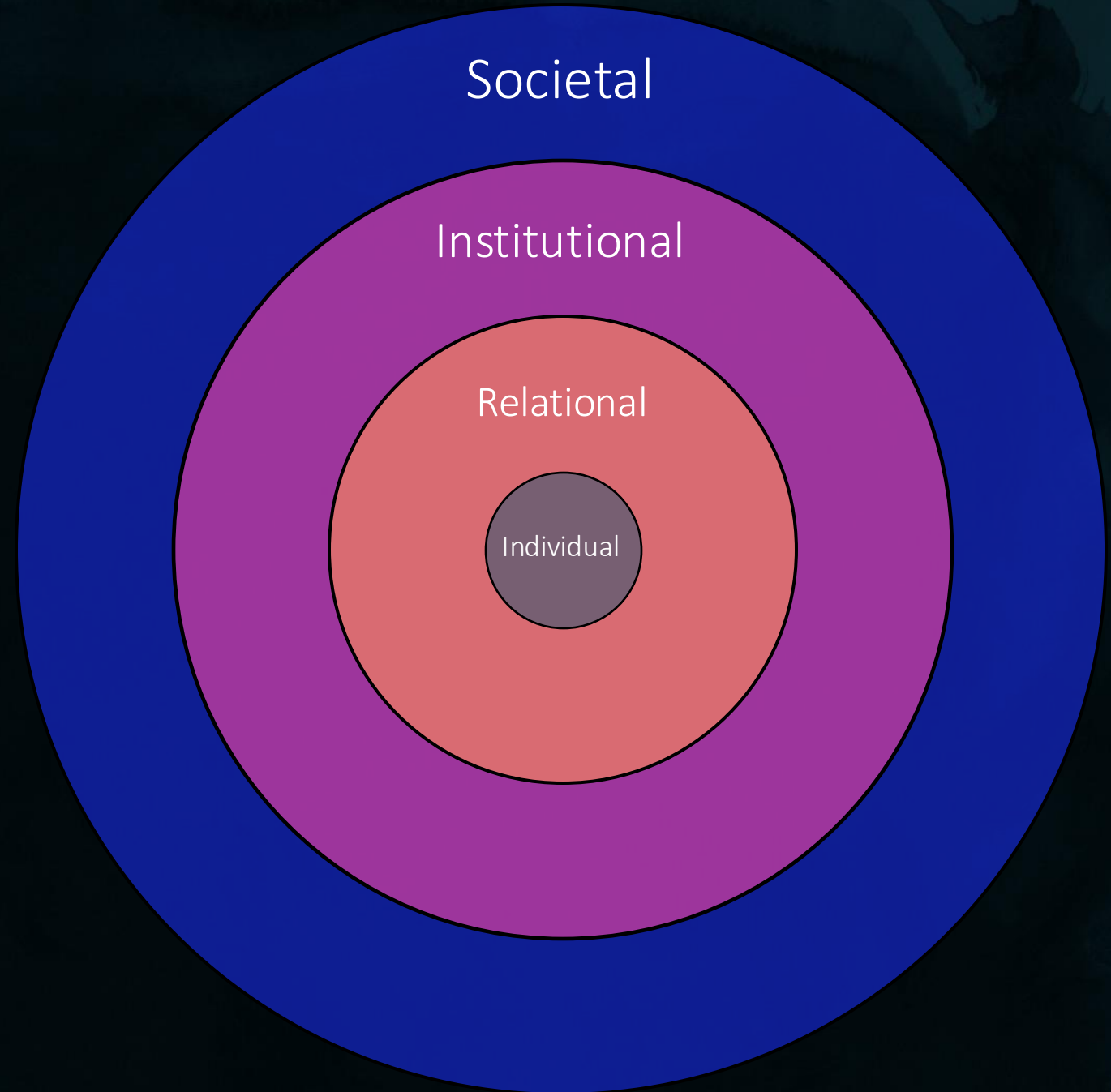
Feeling flawed, deficient, unworthy, and/or like you are being negatively judged by others.

Shame



disrespected
dishonored
rejection
slandered
humiliated
mortified
inferior
losing face
self-conscious
embarrassed
disgraced
ridiculed

The 'distributed' nature of shame





Experiences we can measure and talk about

Experiences like
shame

An abstract artwork featuring a dark silhouette of a person's head and shoulders on the left. The interior of the silhouette is filled with vibrant, swirling colors: red, orange, yellow, and green. The background is a solid dark blue. A horizontal dashed white line runs across the middle of the image.

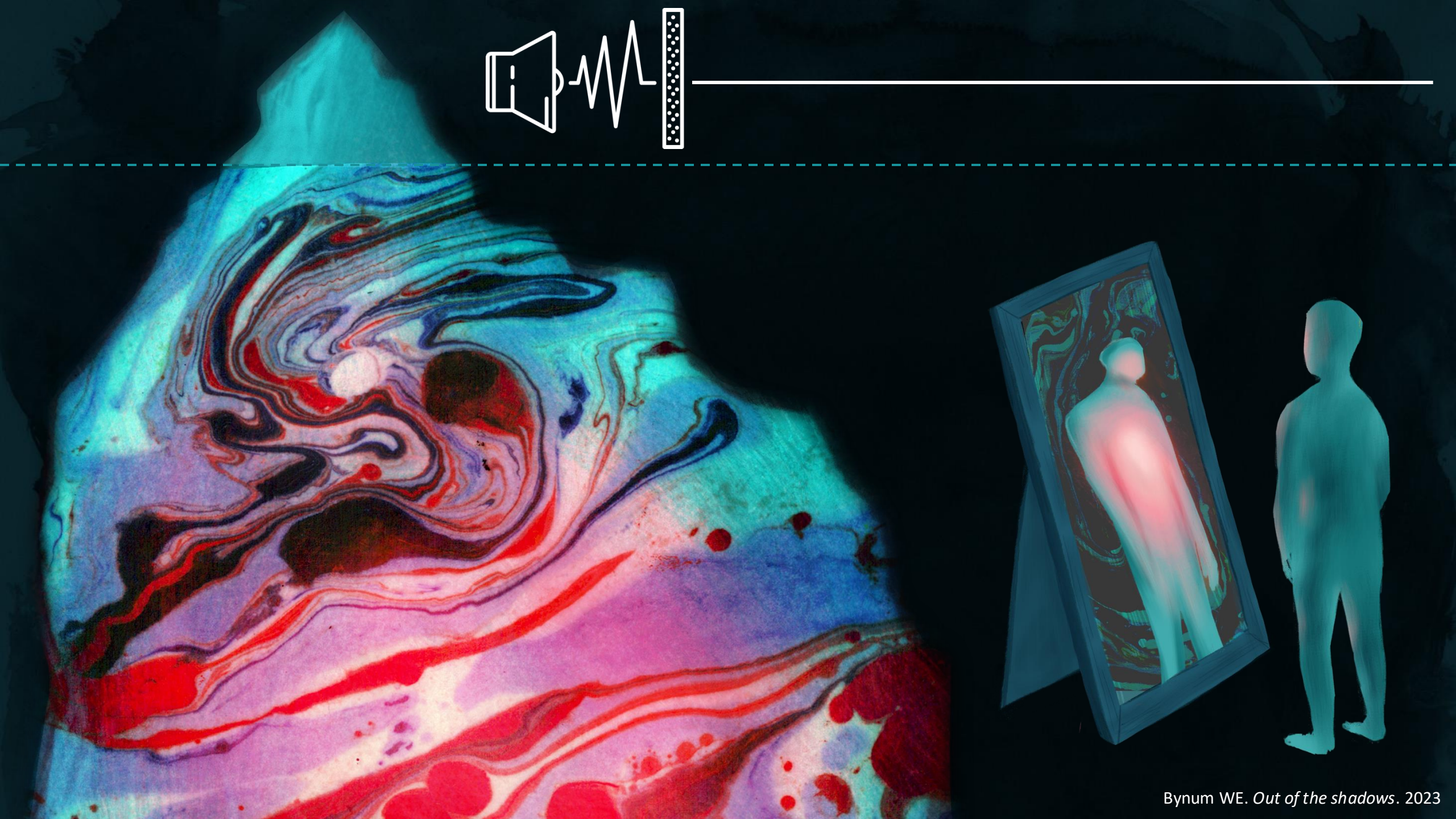
Objective → subjective standards

Shifting, actively forming identity

Shifting sources of self-esteem

Pressure to perform, prove

Imposter syndrome





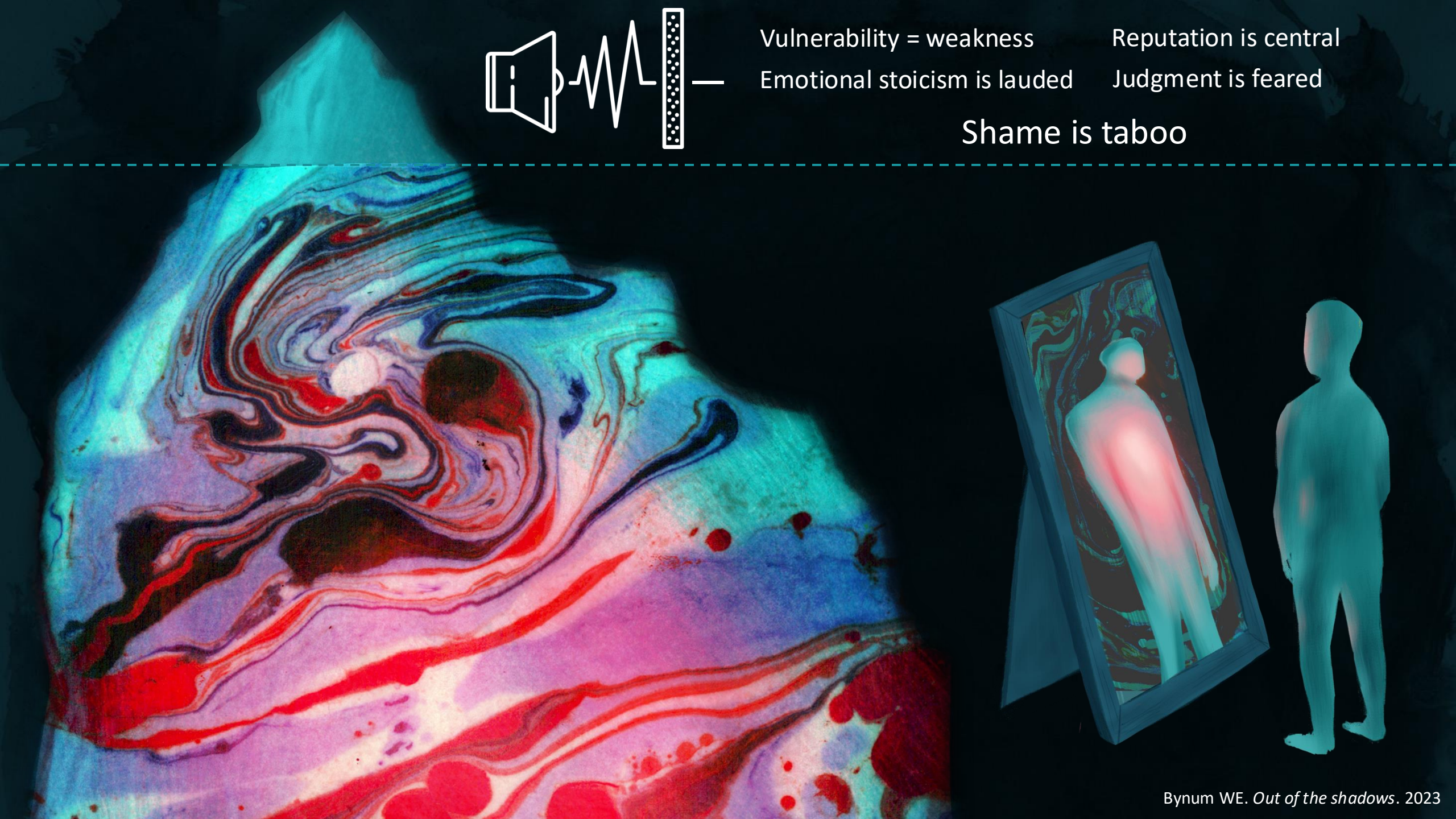
Vulnerability = weakness

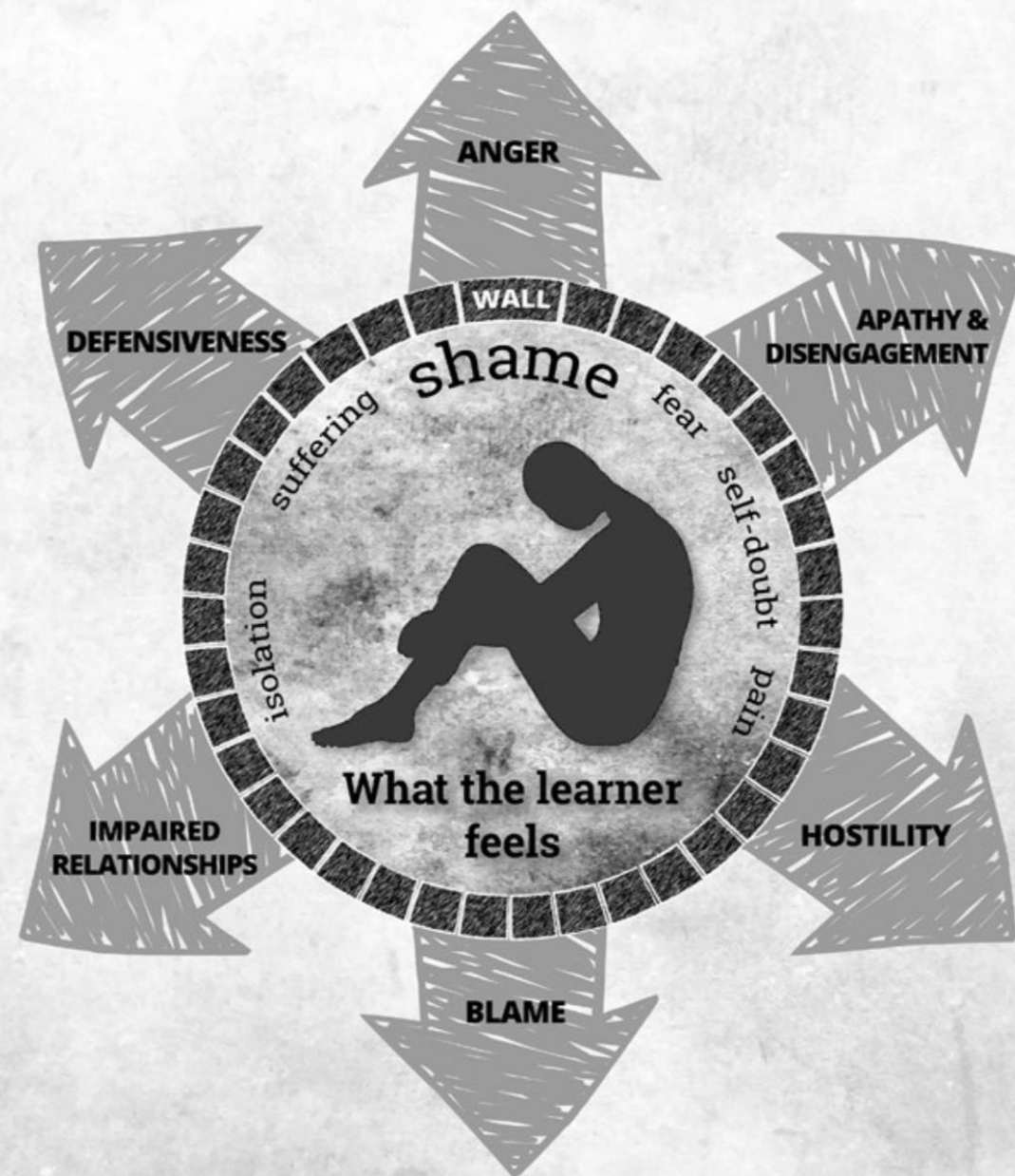
Reputation is central

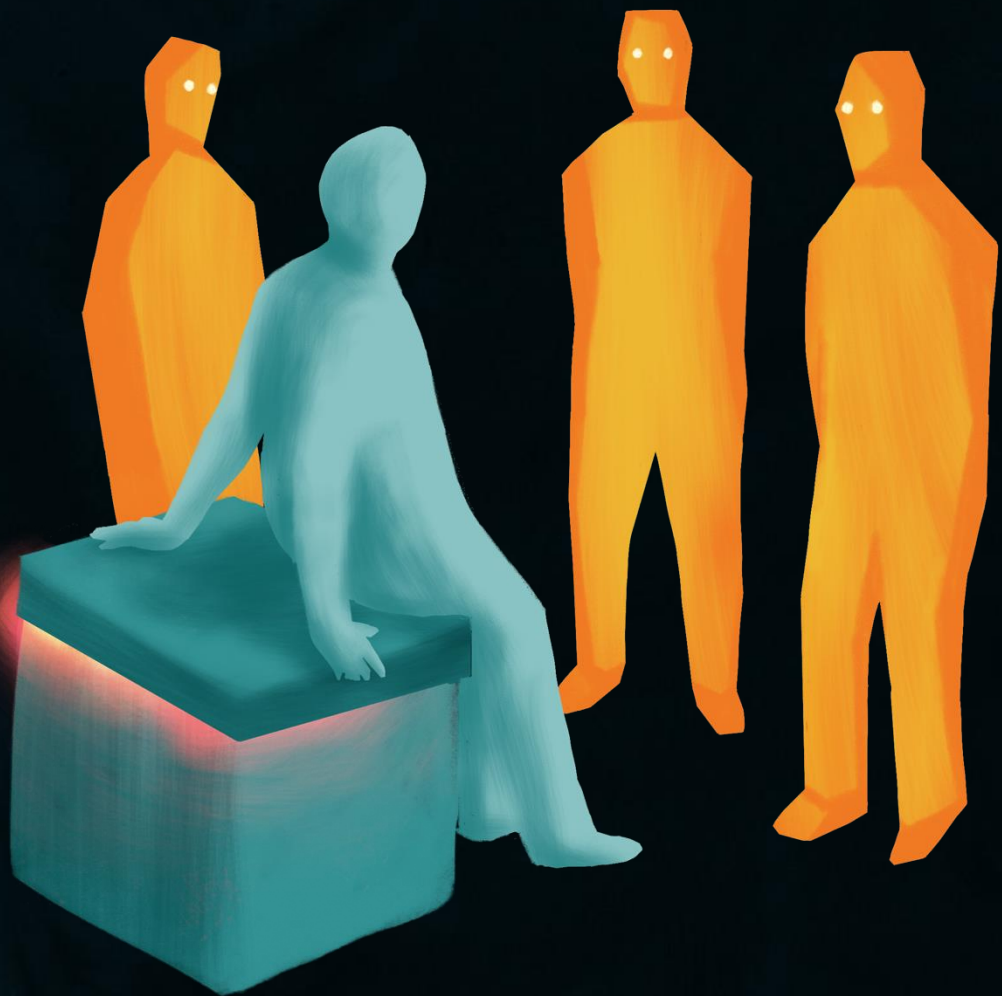
Emotional stoicism is lauded

Judgment is feared

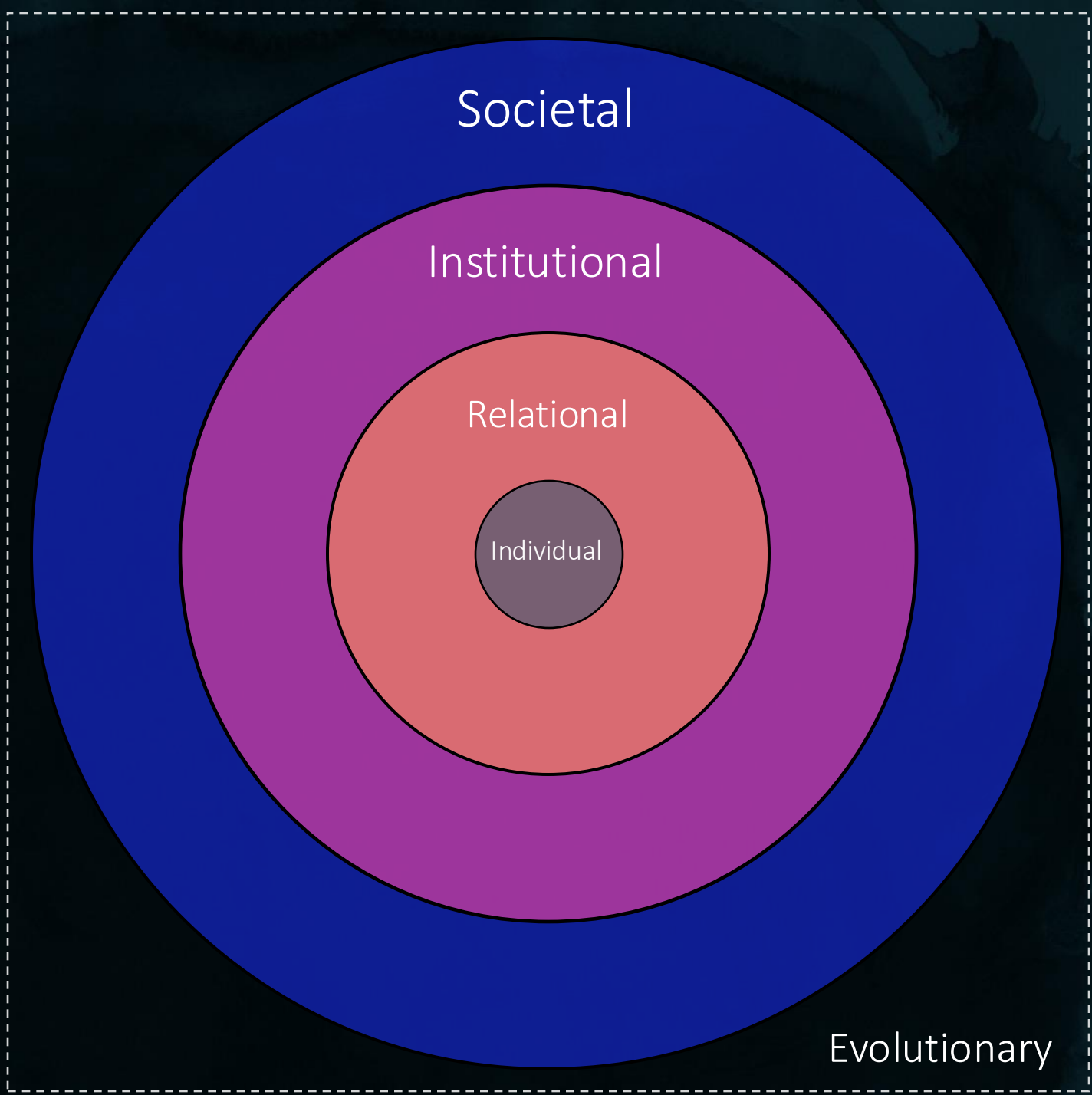
Shame is taboo







Shame is a *normal*
human emotion



Shame is a *normal*
human emotion



Enhanced memory & learning

Strengthened social bonds

Greater empathy for others

Enhanced desire to help others

Strengthened self-concept

Self-forgiveness

How do we mitigate unnecessary shame &
leverage shame that remains for growth?



THE SHAME LAB

Research • Training • Engagement



Luna Dolezal, PhD



University
of Exeter



Will Bynum, MD PhD

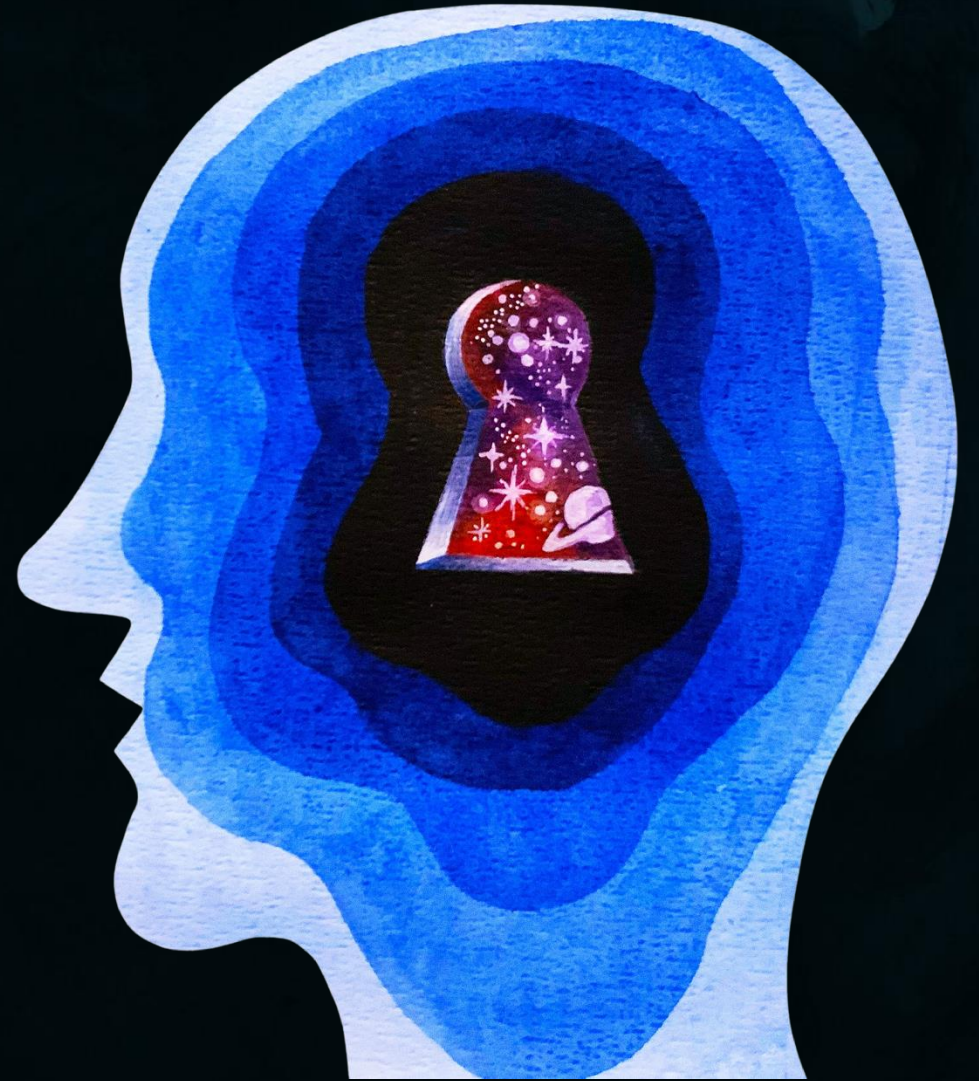


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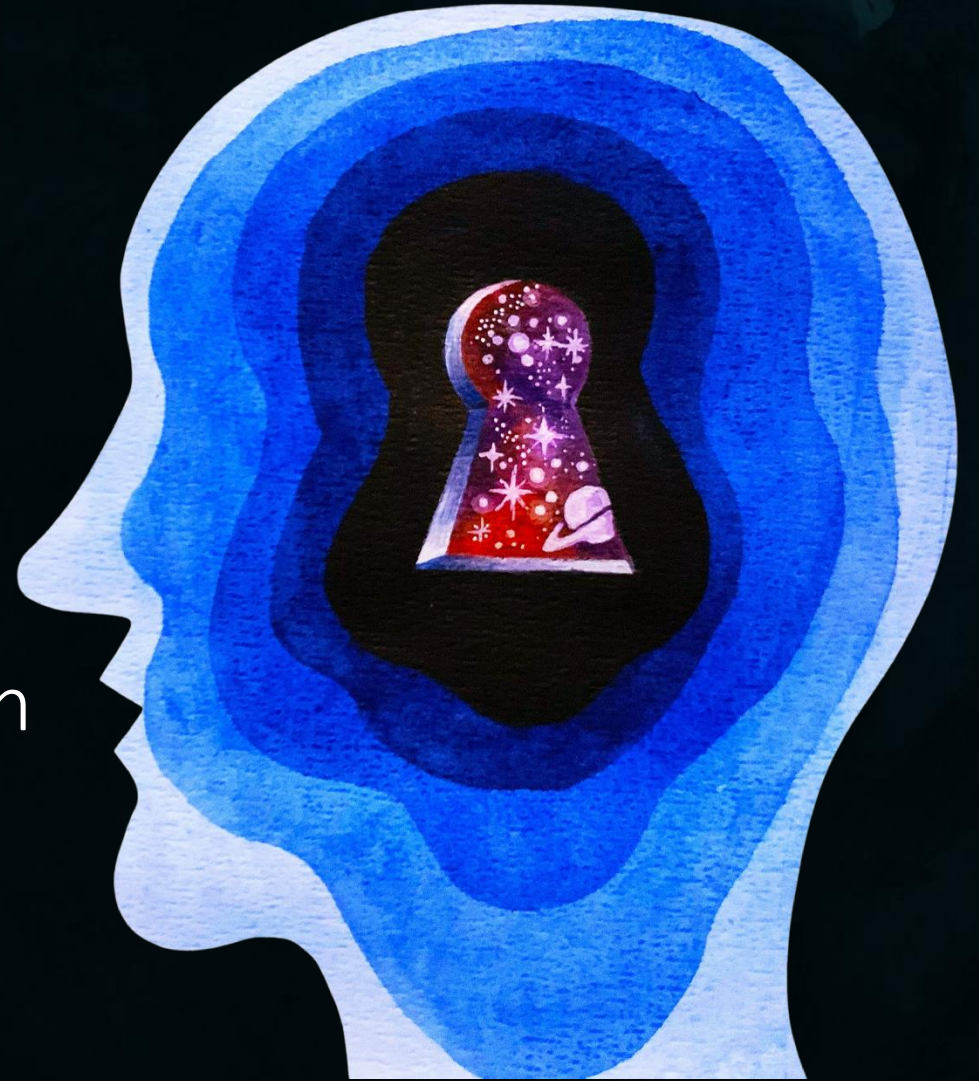
Shame Competence

A set of skills, principles, and practices that can be learned by individuals and applied throughout an organization



Shame Competence

The ability to recognize, acknowledge, engage with, & avoid inducing shame to leverage its prosocial potential within individuals, teams, & organizations





Recognize
Shame



Avoid Inducing
Shame



Respond to
Shame



Maintain Awareness
of Shame


shame competence



Transform
Culture

We acknowledge
transition periods
as high risk for
shame



A close-up photograph of a hand watering a small green seedling. A single drop of water is falling from the fingers of a hand, about to land on the leaves of the plant. The seedling has three green leaves and a thin stem, growing out of a mound of dark brown soil. The background is a warm, golden glow, suggesting a sunset or sunrise, with soft bokeh lights. The overall mood is nurturing and hopeful.

We meet our learners'
needs to feel valued,
nurtured, and cared for

The background of the slide is a dark, textured surface. On the left side, there is a large, irregular shape that resembles a human head in profile, facing right. This shape is filled with a vibrant, multi-colored marbled pattern. The colors include shades of blue, green, red, and purple, swirling together in a complex, organic design. A horizontal dashed line runs across the middle of the image, passing through the marbled area. The text is positioned on the right side of the image, in a white, sans-serif font.

How are people feeling?

How are people feeling
about themselves?



How are you feeling
about yourself?

We recognize, react to, and respond
to behaviors through a shame lens





We eliminate the *intentional*
use of shame as pedagogy or
a tool of behavior change



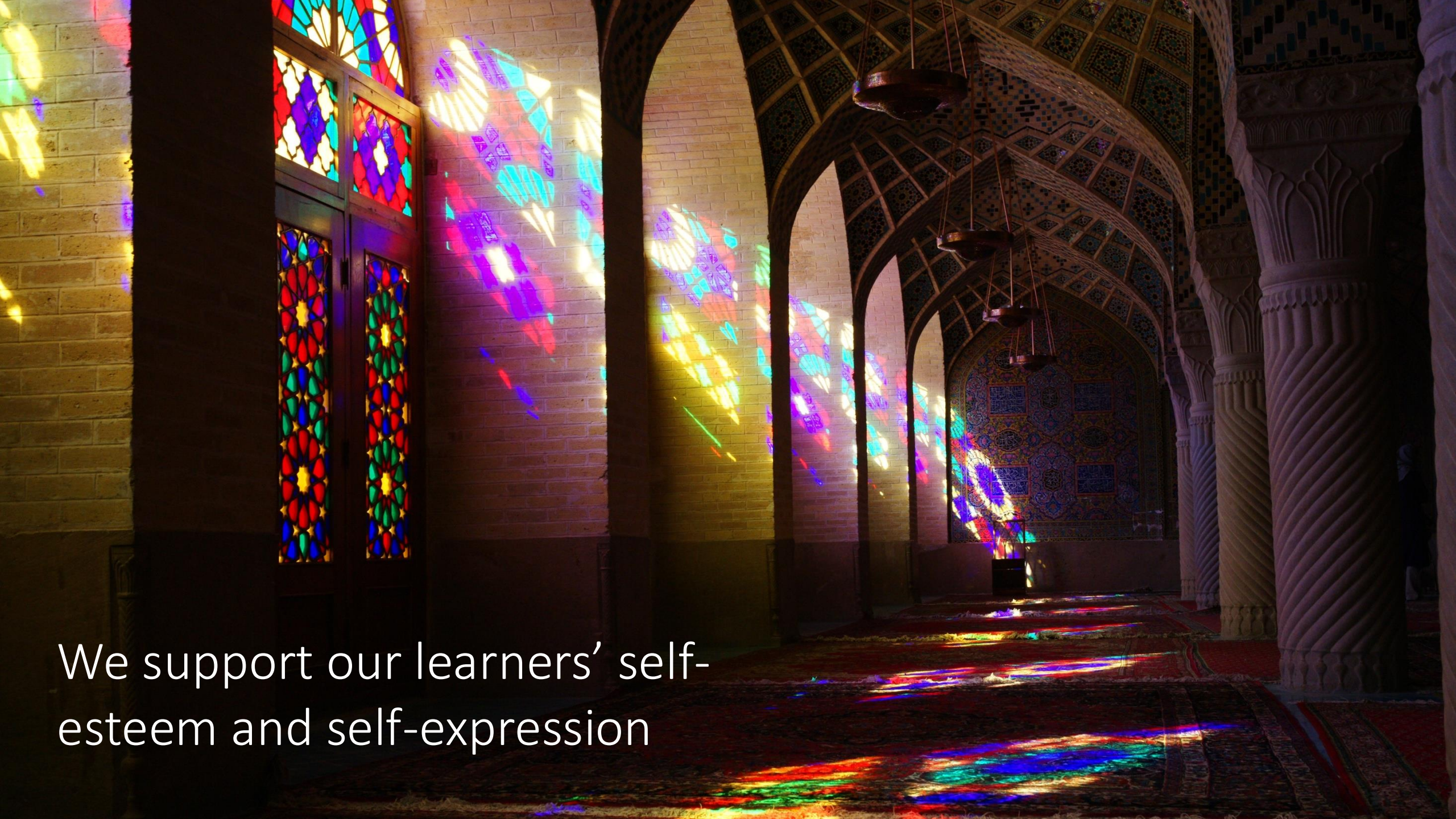
We examine organizational
structures for embedded
shaming potential

...and we modify them.





We address shaming when we observe it from others.
When we accidentally cause shame, we apologize & repair.

The image shows the interior of a mosque. On the left, there are tall, narrow windows with colorful stained glass in geometric patterns of red, blue, green, and yellow. Bright light streams through these windows, creating vibrant, multi-colored projections of the glass patterns onto the light-colored stone walls and the dark, patterned carpet on the floor. The architecture features a series of pointed arches supported by large, intricately carved stone columns. The ceiling is also decorated with geometric patterns. In the background, a mihrab (prayer niche) is visible, featuring a wall with blue and white tilework. Several small, dark, bowl-shaped objects hang from the ceiling by thin wires. The overall atmosphere is one of spiritual beauty and architectural grandeur.

We support our learners' self-esteem and self-expression



Normalize learning struggle

Encourage rehearsal over performance

Name & validate their emotions

Orient towards action & growth

Highlight incremental growth over time

Share your own story & experiences

Partner with them and facilitate support





Thank you for
having me!



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