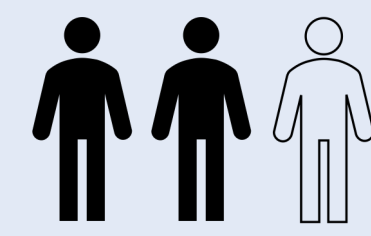


Situating Trauma-Informed Care Application Within the Curriculum to Ensure Knowledge, Confidence, and Competence as Entry-Level Practitioners

Mollie Keyser OT/s
Mary Alicia Barnes, OT, OTD

Introduction

- Trauma **more prevalent now than ever** post global pandemic, radical shift in awareness in systemic oppression, & political turmoil¹
- Trauma can infiltrate **all areas of daily life** including occupations, habits, roles, & routines¹
- Occupational therapy practitioners (OTPs) **will encounter** individuals, groups, communities, & populations influenced by trauma¹
- Literature supports that OTs must **understand** trauma & feel **confident** in ability to optimally respond across practice settings²
- OTPs need to prioritize trauma-informed care (TIC) research to improve overall **delivery of care** across the lifespan³
- Literature supports need for TIC to be **intentionally situated** within **OT academia** to proactively prepare OTPs to understand & apply TIC to improve patient outcomes & experience^{4,5}
- TIC educational outcomes most successful with **application-based workshops** involving realistic case studies^{6,7}
- Tufts entry-level OTD is **accredited OT program** that offers nine semester full-time curriculum; combines research, service learning, fieldwork, & doctoral capstone¹⁸



In U.S. 2/3rd of individuals exposed to at least 1 Adverse Childhood Experience (ACE)⁸

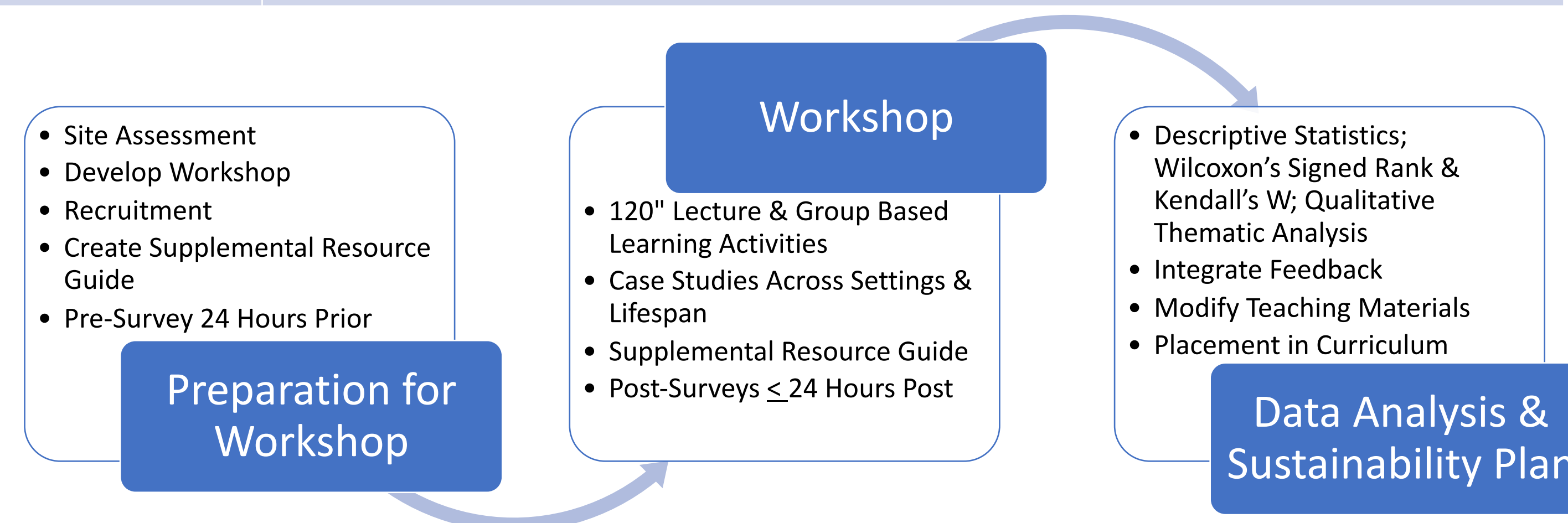
90%

of clients receiving behavioral health services have experienced trauma⁹

Methods

Key Terms

Trauma	Any disturbing experience that results in significant fear, helplessness, dissociation, confusion, or other disruptive feelings intense enough to have long-lasting negative effect on a person's attitudes, behavior, & other aspects of functioning ¹³
Trauma-Informed Care (TIC)	A term used to describe ways in which providers in varied settings (i.e., healthcare, social service, education, corrections, etc.) can better serve people who have experienced trauma ¹⁰
Adverse Childhood Experiences (ACEs)	A traumatic event or situation that a person identifies as having directly experienced or observed from birth through age 18 years. Traumatic experiences involve being physically, sexually, or emotionally abused or neglected or being raised in a household in which a caregiver was subject to domestic violence or in which marital separation or divorce occurred ¹⁴



Limitations

- Small sample size** (n = 13) & **35% attrition** rate pre to post surveys
- Curriculum specific** to program developmental trajectory
- Limited time** – due to program evaluation pre & post methodology to assess knowledge, unable to use flipped classroom model

Discussion

General Feedback Themes

What was MOST helpful?

- Case Study Discussion & Application
- Specific Components of Lecture Content
- Supplemental Resource Guide
- Opportunity for Group Engagement

What was LEAST helpful?

- ↓ Time
- Redundant or Overwhelming Amount of Content
- ↓ Interactive Opportunities
- Class Discussion Platform

Future Recommendations

- Utilize lifespan case study application & tangible application strategies related to 6 SAMHSA TIC principles¹⁵ & Neurosequential Model of Therapeutics¹⁶
- Use flipped classroom model to optimize interaction opportunities & peer engagement
- Incorporate digital discussion platforms (i.e., Jamboard or Google Docs) for increased accessibility for small group sharing of application ideas
- Provide supplemental TIC resource guide to support ongoing, self-directed learning
- Integrate across curriculum to avoid overwhelming learners
- Provide workshop across multiple days during accelerated Fieldwork Seminar

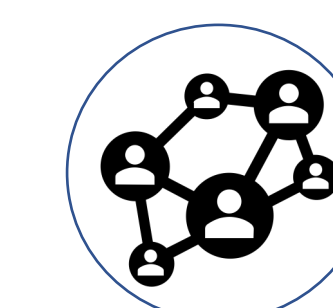
DEC Student Outcomes



Supplemental TIC Resource Guide



Experience in Educator Role



Networking Relationships



Manuscript Drafting Process

Conclusion

- Participants perception of TIC application **knowledge, confidence, & competence improved** following workshop
- Workshop & associated program evaluation **builds on prior work** across healthcare disciplines establishing need for practice education on TIC^{4,5}
- Future sustainability recommendations may **enhance Tufts EL OTD program** by furthering aim to educate future professionals, researchers, & leaders¹⁸
- Addressing growing societal need for understanding trauma, facilitating recovery, & promoting better health outcomes for clients across the lifespan may improve **visibility of occupational therapy profession**
- Future steps: follow-up w/ workshop participants post LII fieldwork &/or in 1st year of practice to assess **behavior & results**; consider integrating system's level approaches as & exploring how insights & strategies for TIC application at individual, population, or system's level may **inform policy** to increase interdisciplinary access to TIC across settings

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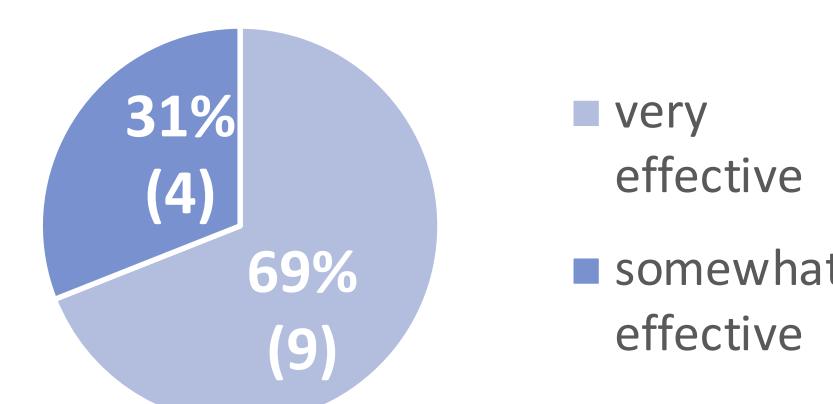
References



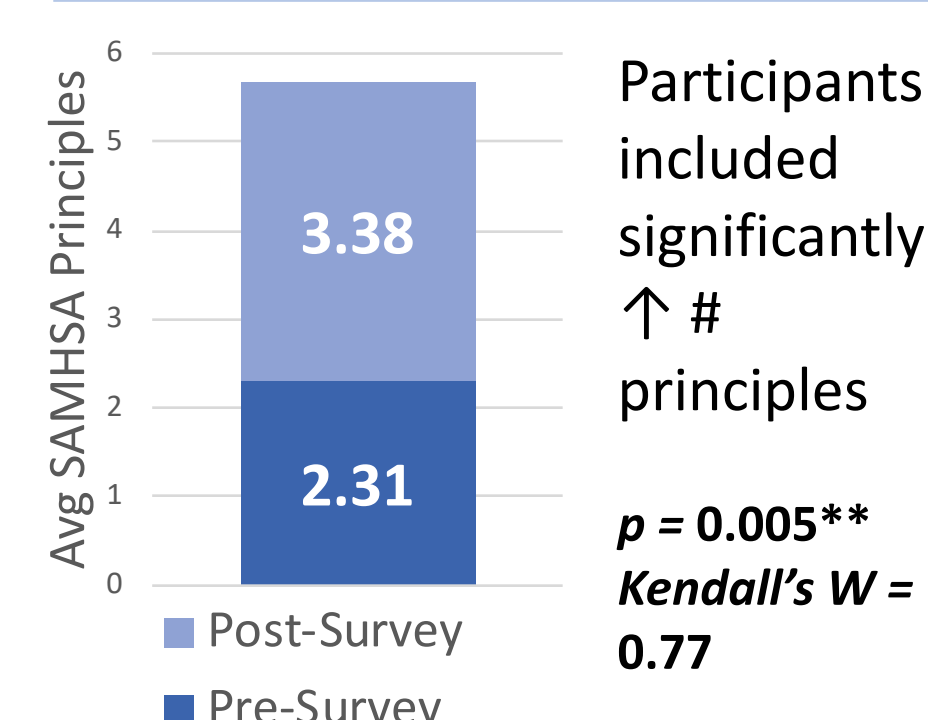
Results & Findings

Change in Knowledge

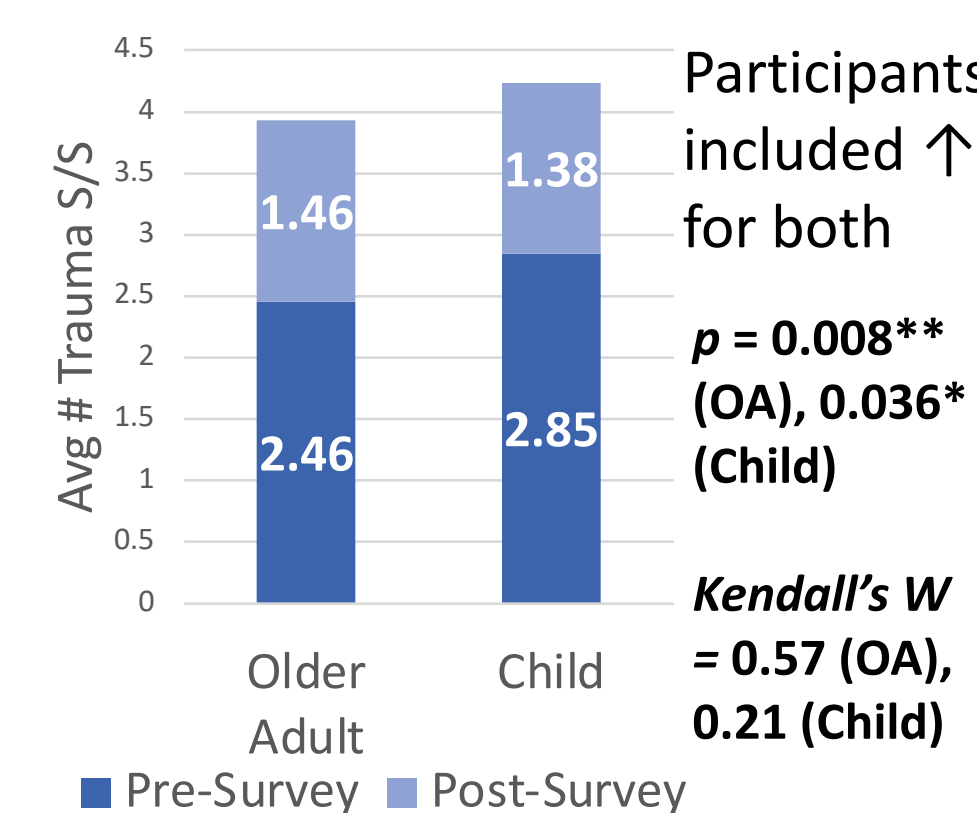
Effectiveness in Developing TIC Knowledge



6 SAMHSA TIC Principles

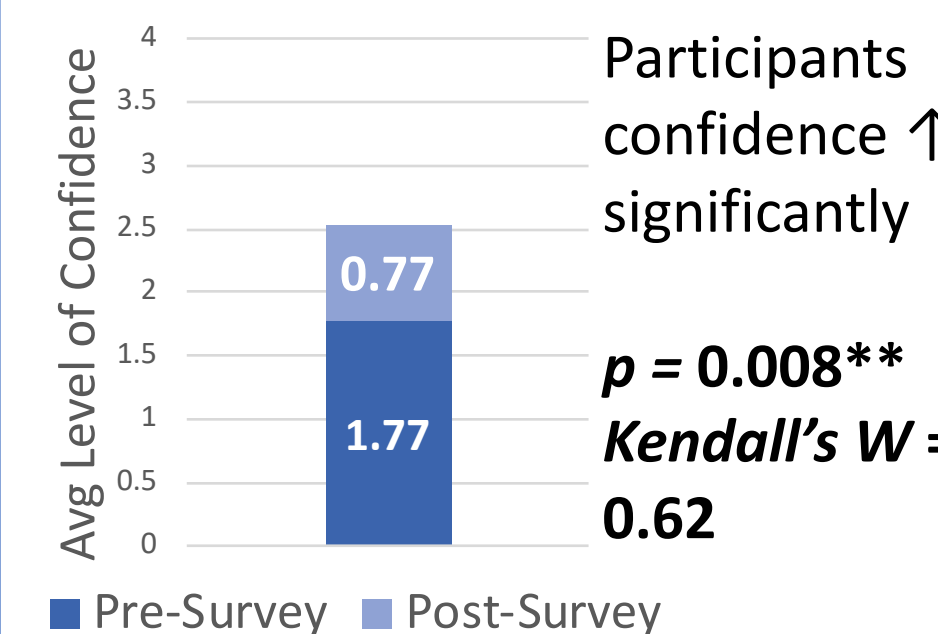


Older Adult & Child Trauma Presentations



Change in Confidence

Confidence in Applying TIC



0 = not confident at all
4 = extremely confident

Prior TIC Education

- Participants w/ no prior TIC education had greater ↑ knowledge; suggests impact of workshop greater for those w/ no prior exposure to TIC education

Optimism Carrying out TIC Responsibilities¹⁷

85% Optimistic

Enough Support to Implement TIC¹⁷

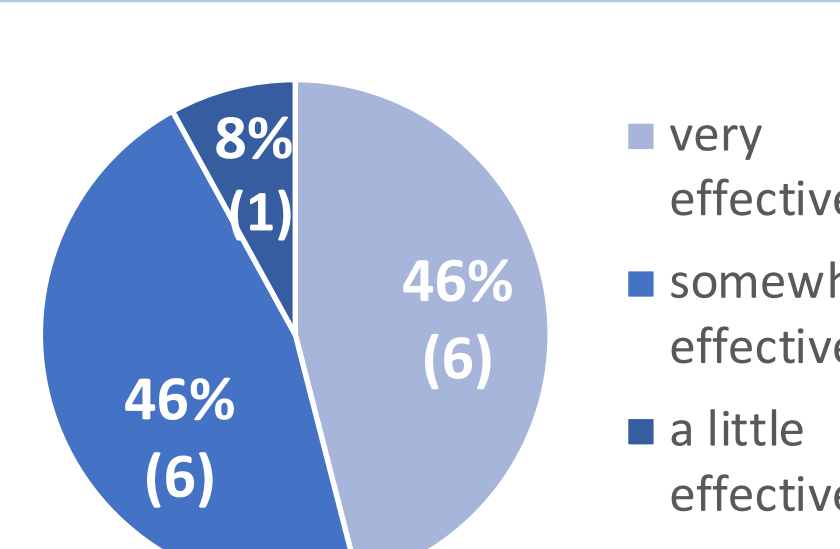
100% Enough Support

*p < 0.05 = significant
**p < 0.01 = very significant

Kendall's W: 0.3-0.5 = moderate effect; ≥ 0.5 = large effect

Change in Competence

Effectiveness in Developing TIC Application



3 Tangible Ways to Apply TIC in Practice

- Included ↑ key concepts from workshop:
 - Neurosequential Model of Therapeutics¹⁶
 - Understand client's behavior & occupational performance through TIC lens
 - Utilizing interprofessional collaboration
 - Considering importance of making referrals

Scan for copy of Workshop Presentation, Case Studies, & Survey Questions



The Gap

Literature

Positive TIC Health Outcomes:

- ↑ Quality of Care⁹
- ↑ Therapist-Client Rapport¹⁰
- ↓ Seclusion & Restraint¹¹

OT Education

- TIC NOT Prevalent in³:
- ACOTE Standards
- Traditional Practice Settings
- Fieldwork Preparatory Courses
- Foundational Texts

Site

- EL OTD Program:
- TIC dispersed sporadically
- Emphasis on TIC Foundational Knowledge
- ↓ Perceived Knowledge, Confidence, & Competence

Project Goal

Provide means for enhancing instruction around TIC knowledge & application within EL OTD curriculum to better meet the needs of students as emerging practitioners

Aims

- Design & Implement TIC Application Based Workshop
- Analyze Outcomes to Determine Effectiveness
- Sustainable Integration into EL OTD Curriculum

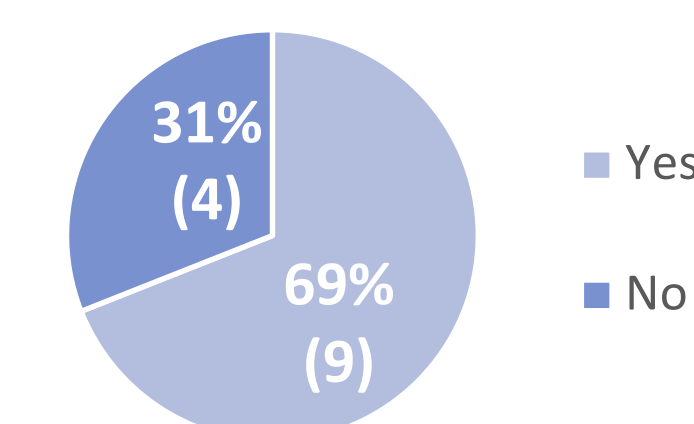
Participants

Inclusion Criteria: Tufts University EL OTD 2024 Cohort (N=31), must attend workshop & complete pre- & post-surveys

Total Participants: 13 (42% survey response rate)

Demographics: Prior education in TIC; other demographic items omitted to ensure anonymity
IRB approved Exempt study

Prior TIC Education



Process

Reaction

Learning

Behavior

Results

Kirkpatrick Model¹² used as basis for program evaluation process to determine **reaction & learning**. Online Qualtrics surveys used to gather reaction (post); pre-post survey outcomes analyzed to determine learning. Due to study design & 14-week timeline, behavior & results unable to be assessed.