

TRAUMA-INFORMED INTER-PROFESSIONAL EDUCATION AMONG HEALTH SCIENCE GRADUATE PROGRAMS

Stephen DiDonato, MS, LPC

Amy Baker, MS, PA-C

Michelle Gorenberg, OTD, OTR/L

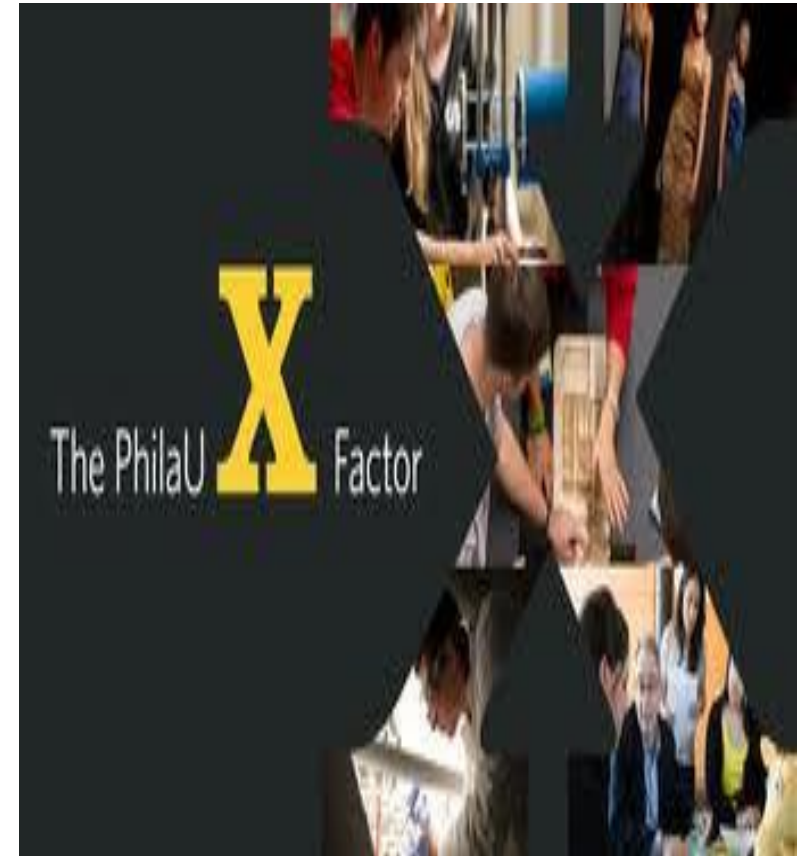
Richard Hass, PhD

Jeanne Felter, PhD, LPC

PhilaU

Introductions

- Philadelphia University Nexus Learning
 - Active, collaborative, and real-world learning
- Community & Trauma Counseling Program
- Occupational Therapy Program
- Physician Assistant Studies Program



Introductions – Audience Experiences and Goals

- Discipline?
- University affiliation?
- What is your experience with inter-professional, interdisciplinary, multi-discipline teaching?
- What drew you to our presentation?

Background and Purpose

Community

Prevalence / Pervasiveness
Trauma Exposure

Multiple Systems
Involved in Care

IP Practice
Improves Outcomes

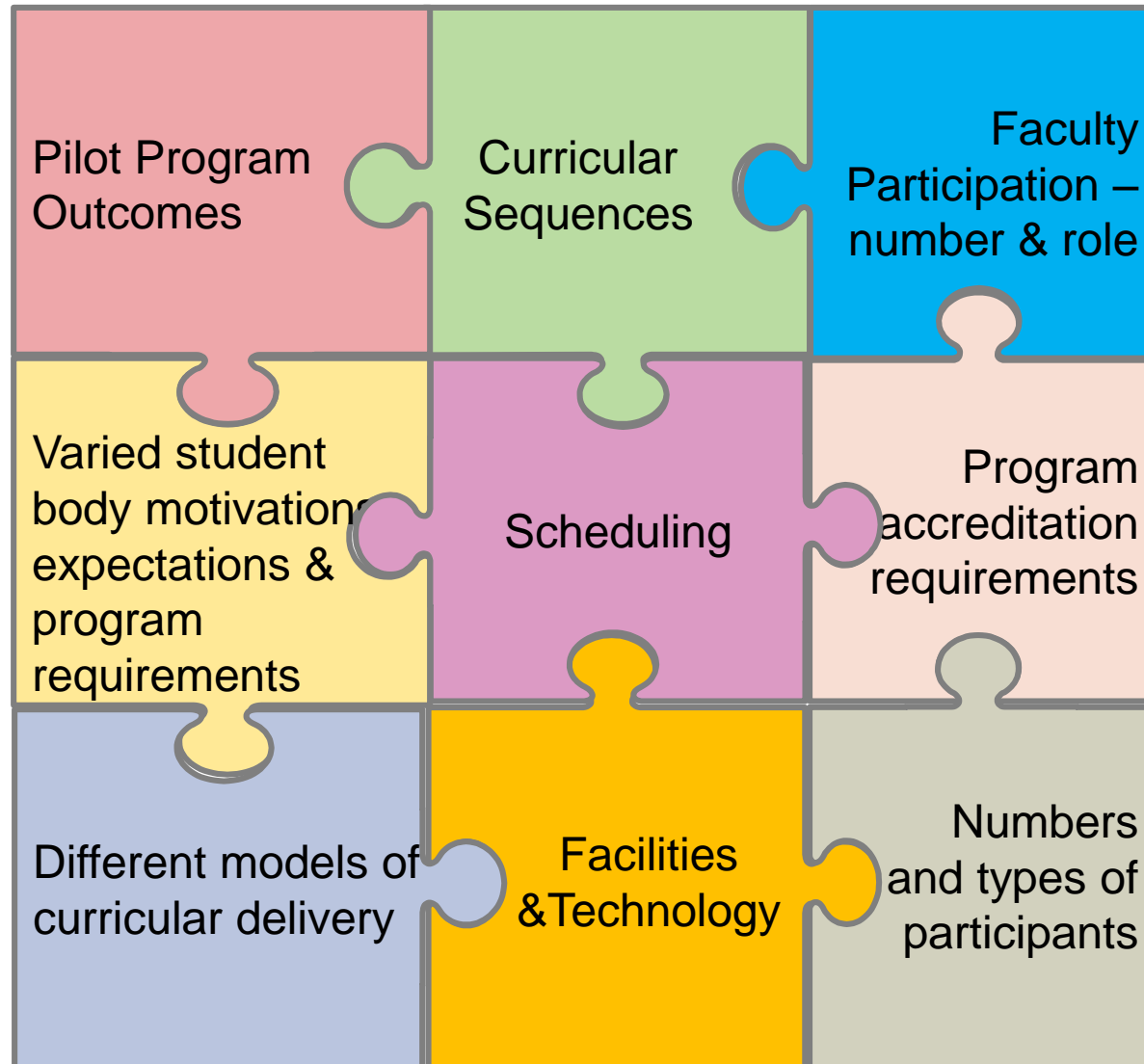
Higher Education

Prepare Entry
Level Practitioners

Accreditation
Standards

University
Mission

Considerations in Constructing the Program



The Educational Program – Learning Objectives

| Student Learning Objectives | Program Learning Objectives |
|--|--|
| Define trauma and adverse childhood experiences and discuss prevalence and impact on neurodevelopment | Assess the readiness of CTC, PA, and OT students for interprofessional education and skill development. |
| Discuss the prevalence and presentation of sensory processing disorders occurring in children who have experienced trauma | Evaluate student’s intentions to change their clinical behaviors post-training. |
| Describe the unique roles of counselors, occupational therapists, and physician assistants in working with children who have experienced trauma | Assess student’s knowledge of the impact of trauma on the individuals, families, and communities they will be potentially serving. |
| Practice collaborative team skills while working through a case with students of other disciplines | Evaluate the impact of a team based learning approach on students’ inter-professional awareness and skills. |
| | Identify the barriers and facilitators of inter-professional training within graduate health science programs at Philadelphia University. |

The Educational Program - Educational Methods and Rationale

- **Flipped Classroom (Online Module)**
 - Provided a foundation of trauma knowledge for all student participants
 - Introduced case study in discipline specific format
- **Team Based Learning**
 - Assessed knowledge gained from the online module individually
 - Inter-professional teams complete on-campus quiz which provided a first opportunity for students to work across disciplines
- **Case Based Learning**
 - Provided an opportunity for students to work within and across disciplines to apply, analyze, and evaluate the knowledge learned from prior class learning and online module learnings
 - Provided students with a simulated real-world opportunity to work interprofessionally

The Educational Program

Online Module

- Foundational knowledge, general and discipline-specific
- Individual TBL Quiz

TBL / Professional Identity

- Introductions
- Team TBL quiz
- Professional Identity Discussion – Who are we? What do we study? What approaches do we use

Case Introduction

- Case-Based Learning
- Initial case presentation individualized by discipline

Case Collaboration

- Unfolding case information with each discipline having pieces of the puzzle
- IP team discussions and recommendations

Online Module



Childhood Trauma Interprofessional Module

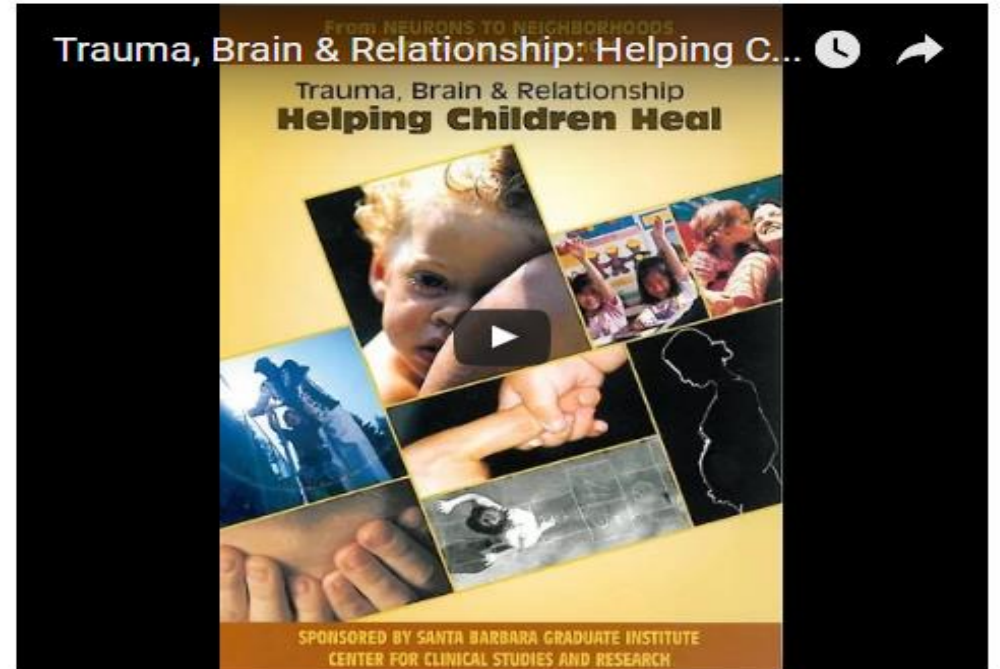


Nadine Burke Harris: How childhood trauma affects health across a lifetime



Trauma, Brain and Relationship: Helping Children Heal

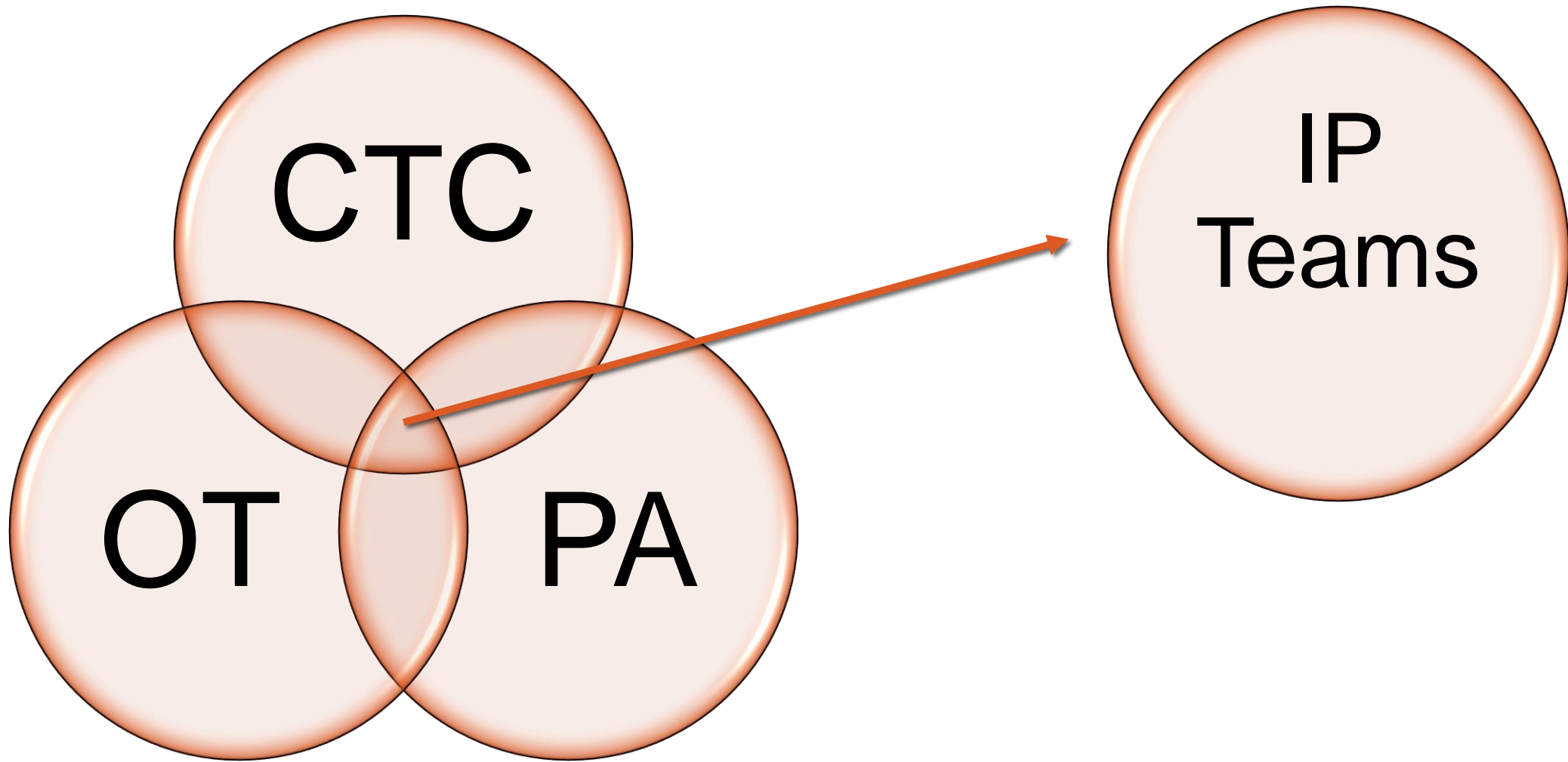
Now that you know a bit more about ACES and its impact of overall health and experts on childhood trauma and its impacts on brain development.



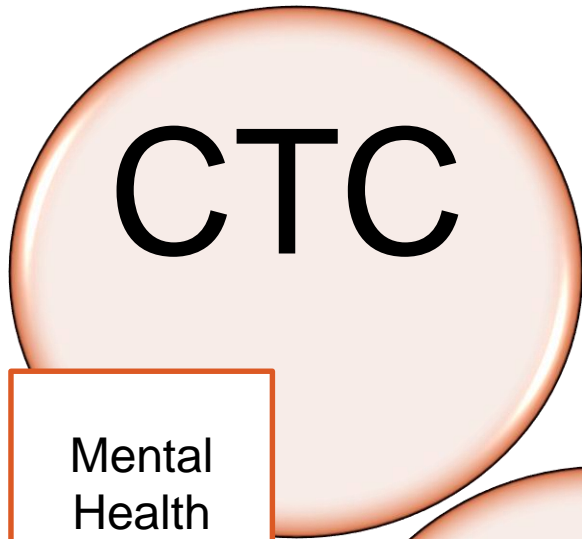
When Children Face Continuous Traumatic Stress Disorder

Occupational Therapy's Role in Addressing Childhood Trauma

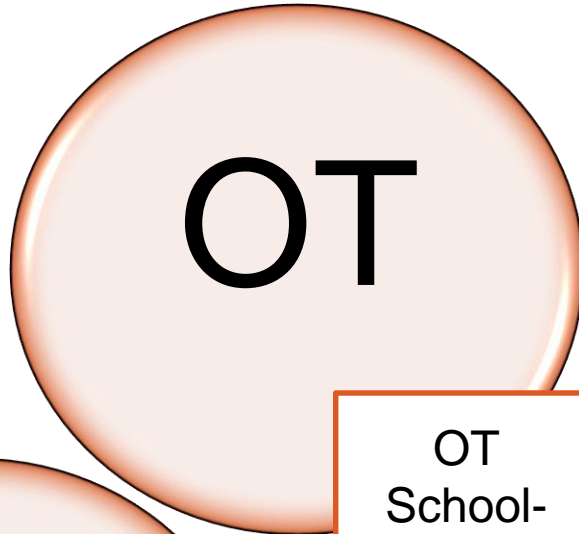
Team Based Learning and Professional Identity Discussions



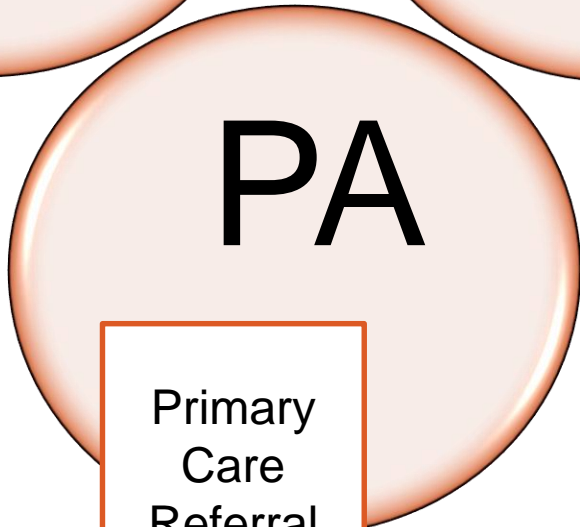
Case Introduction in Individual Disciplines



Mental
Health
Referral



OT
School-
Based
Referral



Primary
Care
Referral

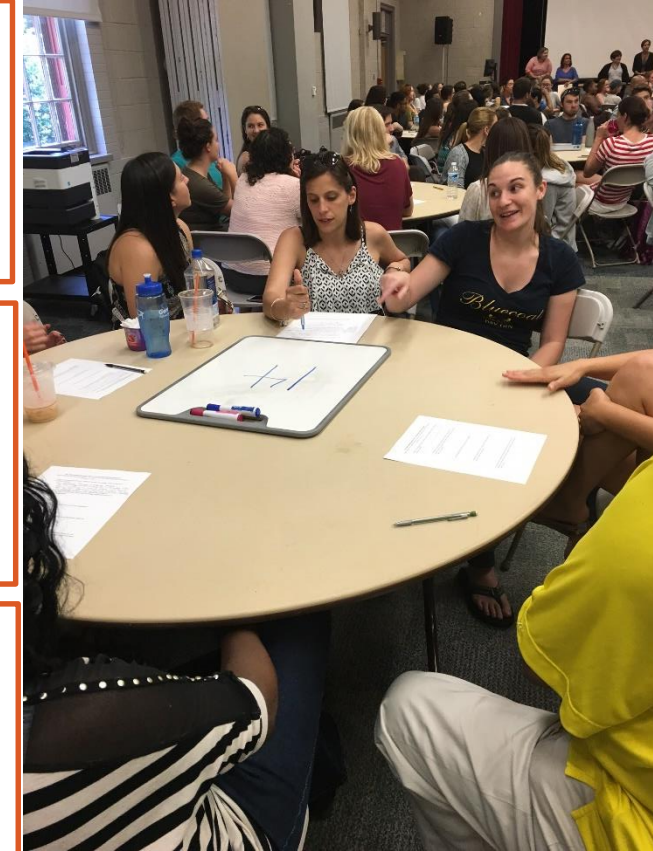
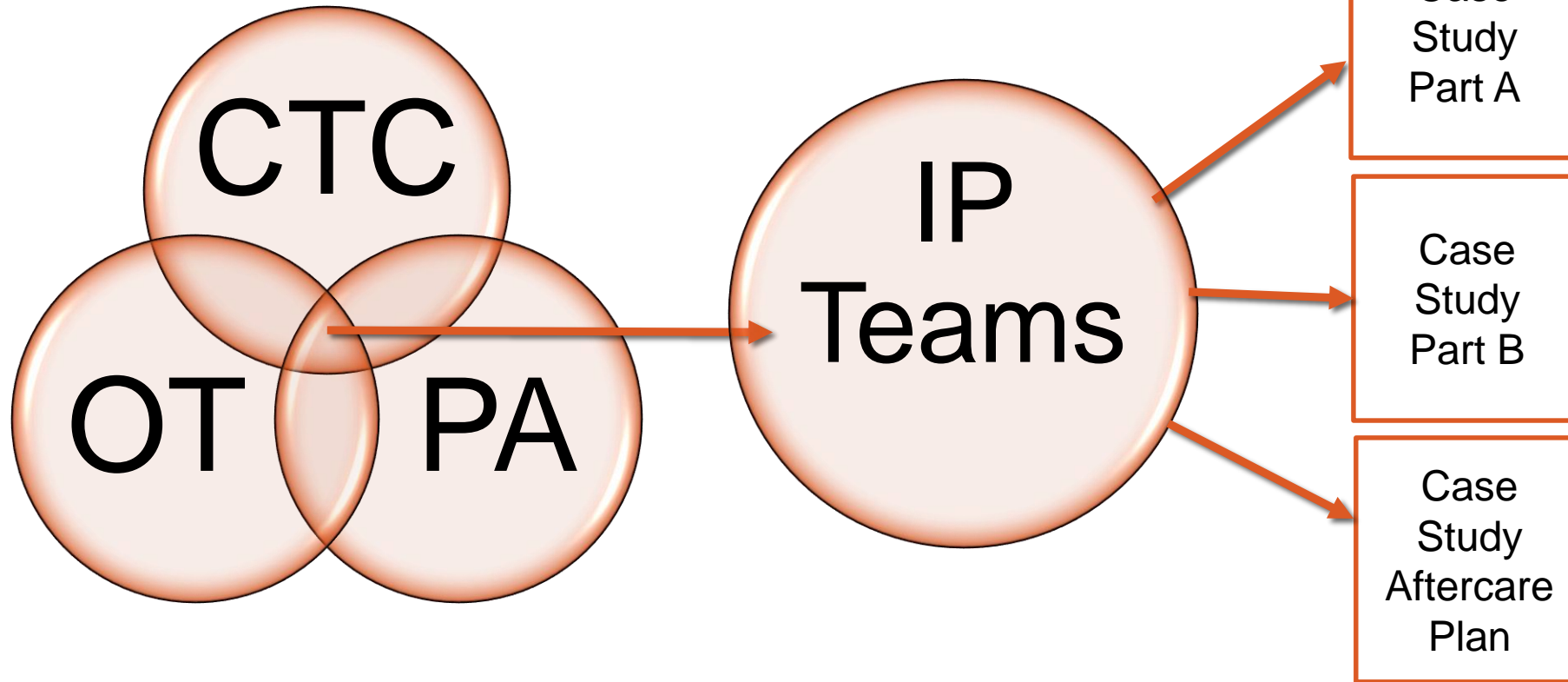
What do you know?

What hypothesis have you formed?

What do you need to know?

What are your next steps?

Case Collaborations



What do you know? What is clinically most important?

What information is missing? What do you need to know? How would you find out this information? Who would you consult?

What setting would you most like to work with Annie, why?

Would you utilize additional assessments?

With IP team, identify treatment plan and what team members would be responsible.

Outcomes of the Program

- Outcome Measures
 - Readiness for Inter-Professional Learning Scale (McFayden, 2005)
 - The Interdisciplinary Education Perception Scale (IEPS) (McFayden, 2007)
 - Health Science Graduate Program Student Trauma Knowledge (adapted from Kassam-Adams et al., 2014)
 - Qualitative questions related to interprofessional practice

Lessons Learned and Future Planning

- Program well received by students in all disciplines
- Front-loading a challenge for non-hybrid students
- Multiple groups created scheduling and logistical problems
- Orienting students to inter-professional communication should be included early on
- Expand beyond these programs
- Explore opportunities to better align schedules and curricula
- Bring in clinical/industry partners
- Scaffolding learning to provide IPE opportunities throughout curriculum

Implications for Other Programs and Classrooms

- What implications can you envision for your programs?
 - What teaching methods can you apply to your classroom?
 - What do you perceive as the benefits of collaborating across disciplines?
 - Applications beyond health programs?
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- Questions? Comments?

