

Nexus Learning

1. ABSRACT

Faculty from Philadelphia University's Community and Trauma Counseling (CTC) and Occupational Therapy (OT) programs have established the goal of collaboratively creating a trauma-informed interprofessional clinic that serves the emotional and behavioral needs of children, adolescents, and families from the Philadelphia area. In addition to providing clinical outreach, the clinic will also serve as a venue for collaborative, real-world inter-professional training for students in the CTC and OT programs, and potentially other health programs within the Philadelphia University Community. In support of these long-term goals, the aim of this Nexus grant is to develop and deliver a trauma-informed, inter-professional training module to CTC and OT students, to be implemented Summer, 2015. This module will represent a pilot of the first step in comprehensive inter-professional training in trauma informed practice. Funding provided by this grant will support the research, development, execution and assessment of this inter-professional training module.

2. ADVANCING NEXUS LEARNING

The overwhelming incidence of childhood adversity demands the establishment of inter-professional, trauma-informed educational and clinical practices across health care disciplines. Traumatic events, including experiencing or witnessing violence, abuse, or neglect, often lead to substantial deficits in neurodevelopment, and produce symptoms of dysregulation, hyper-arousal, sensory sensitivity, avoidance, and dissociation in individuals. In particular, children with trauma histories demonstrate deficits in cognition, memory, sensory modulation, and visual processing (Ito, 1999; Koomar, 2009; Richardson, et al., 2015).

Graduate students in CTC and OT at Philadelphia University are distinctly aware of the pervasive impact that trauma has on individuals and communities, and are being trained in innovative and unique educational and clinical practices that reflect the theories, frameworks, and roles of their respective disciplines. With this in mind, graduate students in OT and CTC are well-positioned to benefit from an **active**, **collaborative**, and trauma-focused training module that integrates knowledge and skills from both professions and builds skills in inter-professional practice with applications to real-world clinical fieldwork and practice. Initial research shows the potential benefits of similar inter-professional educational training modules among health care teams, including developing teamwork, consultation, and professional identity skills, which will enhance students' ability to collaborate and lead in their future careers (Cameron, 2009; Goellen, 2006; Selle, 2008).

By engaging students in both disciplines in active, problem-based learning (PBL) around a clinical scenario, this initial module lays the groundwork for students to be

able to thrive and lead in **real world** mental health fieldwork, which demands **collaborative interprofessional practice**. Outcomes of this module will serve to inform the further development of a comprehensive interprofessional training model for trauma informed practice at Philadelphia University, and to support the long term goal to establish a clinic and outreach/partnership with community programs serving trauma-affected children and families in the Philadelphia area. In addition, outcomes and lessons learned from this project have the potential to inform future interprofessional education efforts in the health sciences programs.

3. PROJECT GOALS/LEARNING OUTCOMES

The goals of this project are to:

1. Design and implement an inter-professional educational module incorporating principles of trauma informed practice for students in CTC and OT programs.
2. Develop on-line and on-campus learning activities and assignments included in the module using a problem-based learning approach.
3. Assess the impact of this program for student learning, readiness for interprofessional education and development of introductory interprofessional skills.
4. Use the information gained from this project to inform the development of future plans for interprofessional training between these two disciplines, potentially including interprofessional fieldwork experiences for students in both programs.
5. Disseminate the results of the program by presenting outcomes and lessons learned to Philadelphia University Health Science faculty and to professional communities in mental health and occupational therapy.

Upon completion of the training module and subsequent data analyses, investigators will be able to (learning outcomes):

1. Assess the readiness of CTC and OT students for interprofessional education and skill development
2. Evaluate the impact of a problem based learning (PBL) approach on students' interprofessional awareness and skills
3. Identify the barriers and facilitators of interprofessional training within graduate health science programs at Philadelphia University

4. ACTIVITIES AND TIMEFRAME

Phase	Activities	Timeframe
I	Research and Planning	Spring/Summer 2015
II	<p>Preliminary Assessments; Training Module; Post Intervention Assessments:</p> <ol style="list-style-type: none"> 1. Graduate students in OT and CTC will complete pre-training questionnaires, including the Interdisciplinary Education Perception Scale (IDEPS) and the Readiness of Interprofessional Learning Scale (RIPLS). 2. Graduate students in OT and CTC will also complete a case study, drawing upon interventions and theories in their respective disciplines. 3. Graduate students will then engage in one trauma-informed interprofessional education seminar, <i>combining online and face-face instruction and active learning</i>, during a regularly scheduled class time at Philadelphia University. The primary investigators, Michelle Gorenberg, OTD, OTR/L and Jeanne Felter, Ph.D., LPC, will be facilitating the training, which integrates principles of Occupational Therapy and Community and Trauma Counseling for building interprofessional competency. 4. Following this module, graduate students in OT and CTC will complete post-training questionnaires. 5. Finally, graduate students in OT and CTC will complete another case study, drawing upon interprofessional, trauma-informed interventions and theories. 	Summer 2015
III	Qualitative & Quantitative Analysis of Student Learning Gains.	Fall 2015

5. PROJECT ASSESSMENT

The impact of the proposed interprofessional training module will be assessed through qualitative and quantitative methods. The Readiness of Interprofessional Learning Scale (RIPLS) will examine the attitudes of graduate students' readiness for interprofessional learning. The Interdisciplinary Education Perception Scale (IEDPS) will identify advances in students' ability to work collaboratively with other health care team members. The brief qualitative assessment will determine if this pilot project was effective for increasing interprofessional awareness and skills.

A report will be generated detailing information gained from this project and its implications for the development of future interprofessional trainings for students in the CTC and OT programs, as well as across other health science training programs.

6. DOCUMENTATION/DISSEMINATION

This pilot project will largely support the creation and establishment of a trauma-informed, interprofessional training model and Philadelphia University clinic. In addition to this, research resulting from the analysis of this project will help to inform faculty and graduate students' scholarly pursuits, including presentations, workshops, and publications to be submitted to conferences such as The American Occupational Therapy Association (AOTA), Pennsylvania Occupational Therapy Association (POTA), The American Counseling Association (ACA), etc. Finally, in the following year, we will plan to meet several times with other health sciences professors to discuss outcomes and lessons learned, and to identify barriers and supports to develop broader based inter-professional training in the health sciences at Philadelphia University.

7. PROJECT PERSONNEL

Roles and responsibilities will be shared among the lead investigators of this project, Jeanne Felter and Michelle Gorenberg, as well as their graduate assistant.

Jeanne Felter, LPC, PhD, is an Associate Professor and Program Director of the Community and Trauma Counseling M.S. Program at Philadelphia University.

Michelle Gorenberg, OTD, OTR/L, is an Assistant Professor in the Occupational Therapy M.S. Program and Clinical Doctoral (OTD) Program at Philadelphia University.

Morgan Webb is a Graduate Assistant to Michelle Gorenberg in the Occupational Therapy department, and is currently a graduate student in the Community and Trauma Counseling program.

8. BUDGET NARRATIVE

This grant seeks funding for travel (\$1,000) to support dissemination of results at professional conferences in both disciplines, and two faculty stipends (\$1,500 each, totaling \$3,000) for the primary investigators (the development, implementation, and analysis of outcomes extends beyond the scope of their currently assigned teaching course load). In addition to this, a graduate student stipend (170 hours at 9.25/hour, totaling \$1,572.50) is requested to support the work of a graduate assistant throughout the summer semester. Lastly, this grant seeks \$75 for supplies and miscellaneous material costs.

See Attached Budget Form

References

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