Background & Aim

Exposure to frequent, prolonged, or intensely negative experiences in childhood (i.e., early life adversity) has been associated with long-term negative health outcomes including:

- Ischemic
- Heart disease
- Cancer
- Diabetes
- Asthma
- Premature death

Research Hypotheses

Exposure to trauma informed care (TIC) learning sessions increases PNP student comfort level, and knowledge in the identification and management of children exposed to adverse childhood experiences.

Methods

- Mixed methods research study
- Seventeen PNP students
- Interdisciplinary sessions with students from the PNP, occupational therapy, physician assistant, and community and trauma counseling programs.
- Pre-test and post-test surveys
- Thematic content analysis
- This research project has been exempt-approved by the IRB at Thomas Jefferson University.

Findings

A Wilcoxon signed-rank test showed that there was a statistically significant change in PNP students’ comfort level and understanding toward the assessment and management of patients exposed to adverse childhood experiences following the first learning session (Z = -3.62, p = 0.00), and the second learning session (Z = -2.52, p = 0.01).

Table 1: Change in scores following learning sessions

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>z</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands trauma-informed care</td>
<td>First learning session</td>
<td>Pre-test</td>
<td>-3.66</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second learning session</td>
<td>Pre-test</td>
<td>-2.58</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-test</td>
<td></td>
</tr>
<tr>
<td>Identifies signs/symptoms of trauma</td>
<td>First learning session</td>
<td>Pre-test</td>
<td>-3.78</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second learning session</td>
<td>Pre-test</td>
<td>-2.64</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-test</td>
<td></td>
</tr>
<tr>
<td>Knows how to respond to child</td>
<td>First learning session</td>
<td>Pre-test</td>
<td>-3.71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second learning session</td>
<td>Pre-test</td>
<td>-2.56</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-test</td>
<td></td>
</tr>
<tr>
<td>Can provide trauma-informed care</td>
<td>First learning session</td>
<td>Pre-test</td>
<td>-3.47</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second learning session</td>
<td>Pre-test</td>
<td>-3.47</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-test</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Analysis

Increased knowledge regarding:

- Prevalence of early life adversity
- TIC communication techniques, resources, and prevention
- Role of healthcare disciplines
- Importance of interdisciplinary collaboration

Conclusion/Discussion

- PNP students showed improved understanding and comfort level in caring and managing children exposed to adverse childhood experiences following two TIC learning sessions.
- Future Implications
  - TIC education should be integrated into curriculum.
  - Interprofessional collaboration among students improves knowledge base and understanding of TIC

References

W15: Assessing Knowledge and Perspective of Pediatric Nurse Practitioner Students after Receiving Trauma-Informed Care Training

Purpose: The purpose of this study is to measure change in the pediatric nurse practitioner (PNP) student's comfort level and knowledge in the identification and management of children exposed to adverse childhood experiences following two learning sessions.

Background and significance: Exposure to frequent, prolonged, or intensely negative experiences in childhood has been associated with long-term negative health outcomes, including ischemic heart disease, cancer, diabetes, asthma, and premature death (Bucci, Marques, Oh & Harris, 2016). The literature has demonstrated that a nurse practitioner's recognition of exposure to adverse experiences, and its clinical manifestations can reduce trauma impact on mental and physical health (Goldstein, Murray-Garcia, Sciolla, & Topitzes, 2018).

Objectives: The objective of this study is to increase the comfort level and knowledge of PNP students in identifying and managing children exposed to adverse childhood experiences.

Methods: This mixed methods research study evaluates students' comfort level and knowledge following two learning sessions. Both sessions will include students enrolled in the following academic programs: PNP, occupational therapy, physician assistant, and community and trauma counseling. Evaluation methods include data obtained from pre and post-test surveys and focus group sessions, assessing the students' knowledge of adverse childhood experiences before and following the two learning sessions. Additionally, faculty will conduct student telephone interviews within the first six months of employment. Dependent t-tests will be utilized to compare pre- and post-test survey data. The sample was seventeen PNP students enrolled in their second clinical semester, and ten PNP students enrolled in their third clinical semester.

Results: Thematic content analysis identified themes that include acquisition of knowledge regarding trauma care, prevalence, communication techniques, resources, and prevention. Additional themes include attaining knowledge regarding other healthcare discipline roles, the importance of interdisciplinary collaboration, and resources within the community. A Wilcoxon signed-rank test showed that there was a statistically significant change in PNP students' comfort level and understanding toward the assessment and management of patients exposed to adverse childhood experiences following the first learning session (Z = -3.62, p = 0.00), and the second learning session (Z = -2.52, p = 0.01).

Discussion/conclusion: Preliminary data analysis reveals that PNP students showed improved comfort level and knowledge toward identifying and managing children exposed to adverse childhood experiences following two learning sessions.

IRB: This research project has been exempt-approved by the IRB at Thomas Jefferson University.

This research was self –funded

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References