



Curriculum Development and Interprofessional Education Opportunities Targeting Trauma Informed Care in an Occupational Therapy Program

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Doctoral Experiential Internship Site

- West Coast University (WCU) for profit institution founded in 1909.
- WCU focuses on health science programs for students seeking a postsecondary education.
- WCU – Center for Graduate studies houses OT, PT, and pharmacy department.

Summary of Needs Assessment

1. Streamline the topics of mental health and trauma informed care (TIC) into OT curriculum.
2. Promote interprofessional education (IPE) among the OT, PT, and pharmacy departments.
3. Learn and instruct within the guidelines of ACOTE® accreditation standards.

Background

HOW TO EFFECTIVELY TEACH

- It is challenging to facilitate learning in a short time frame and educators use a variety of methods to support students' learning (Griswold et al., 2017).
- IPE is rooted in the idea if students from different professions learn together, they work better together in the healthcare profession (Zahl et al., 2016).

THEORETICAL FOUNDATION

- Constructivist Learning Theory embraces a student-centered approach (Sowan & Jenkins, 2013).
- Subject-Centered Integrative Learning Model for Occupational Therapy (SCIL-OT) keeps the need for human occupation at the forefront of knowledge (Hooper et al., 2015).

OCCUPATIONAL THERAPY'S ROLE IN MENTAL HEALTH

- The roots of OT can be traced back to the moral treatment era from the 19th century.
- Mental Health Reform Act illuminates the need for OT's to refine their expertise and explore opportunities to address the mental health of clients (Mental Health Reform Act, 2016).
- OT's are equipped to help individuals develop coping strategies to improve quality of life (Purkey et al., 2018).

Purpose Statement

The purpose of the capstone project was to enhance learning opportunities for OT students by streamlining the topics of mental health and TIC. Gain knowledge and understanding the ACOTE® accreditation standards. Lastly, better prepare students in the skill of delivering client-centered care to underserved populations.

Learning Objectives

By the end of the Doctoral Experiential Internship:

1. Modify and apply the subjects related to mental health and TIC into WCU-CGS OT curriculum.
2. Create opportunities for IPE by acting as the liaison for the OT department at WCU-CGS.
3. Develop a professional foundation in the field of academia by developing an understanding of ACOTE® accreditation standards.

Implementation Plan

Mental Health	IPE	ACOTE®
Developed mental health and TIC education modules through the collaboration with faculty	Facilitated interprofessional communication to improve student opportunities at WCU-CGS	Researched ACOTE® accreditation standards
Presented three guest lectures focusing on mental health and TIC	Organized IPE workshop addressing mental health	Participated in faculty meetings to learn how each ACOTE® standard is applied to each course in the OT department
Administered peer feedback surveys to students	Organized IPE community event at retirement community	Learned how to apply ACOTE® standards in guest lectures

Evaluation and Project Outcomes

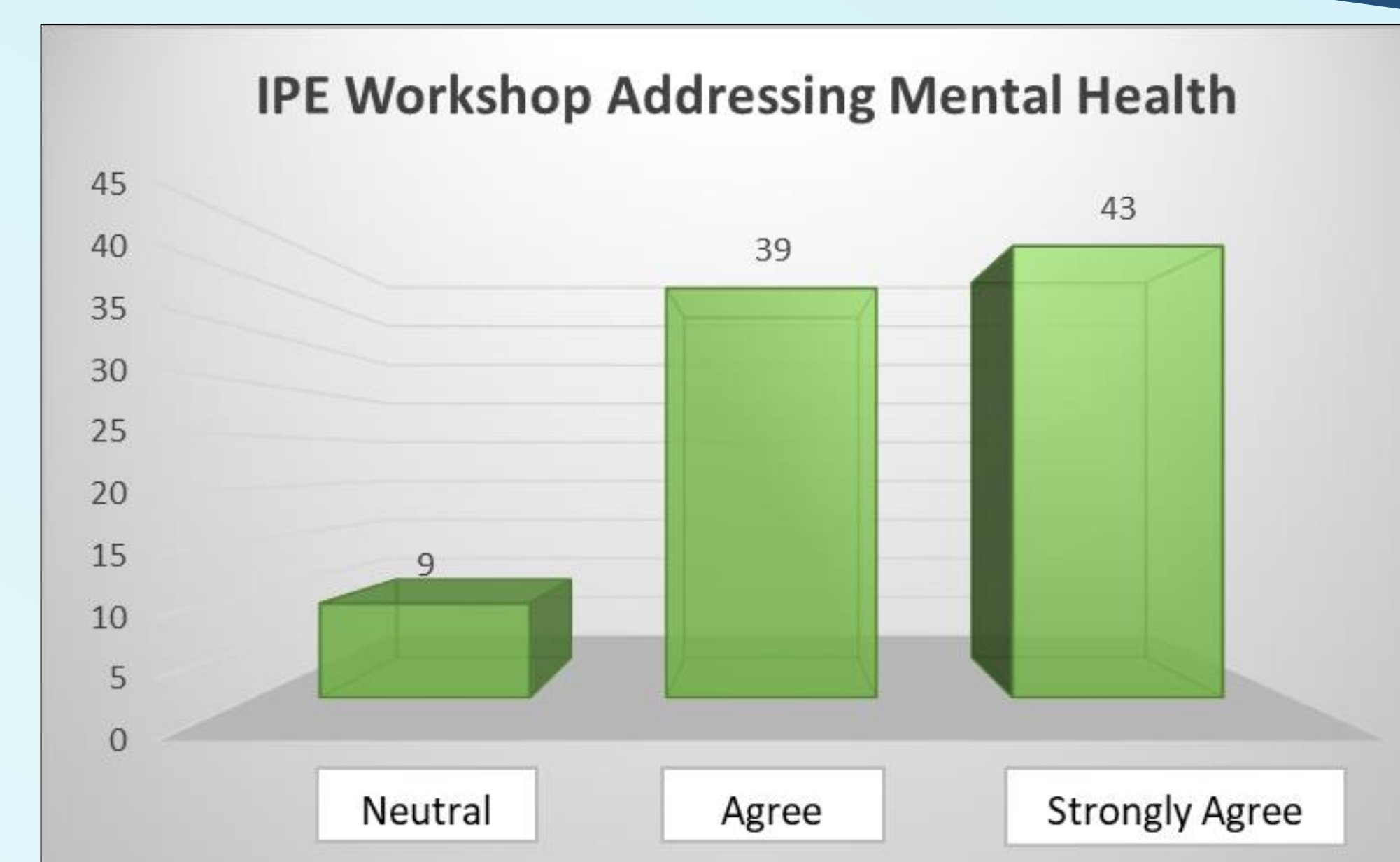
EVALUATION PLAN

- Peer feedback surveys
 - Surveys were anonymous
 - Likert Scale template – four-point rating scale
- Results from quizzes and examinations
 - Through the collaboration with instructors
- Faculty observation forms
 - Completed by faculty (i.e. OT, PT, and pharmacy departments)
 - Utilized a four-point rating scale

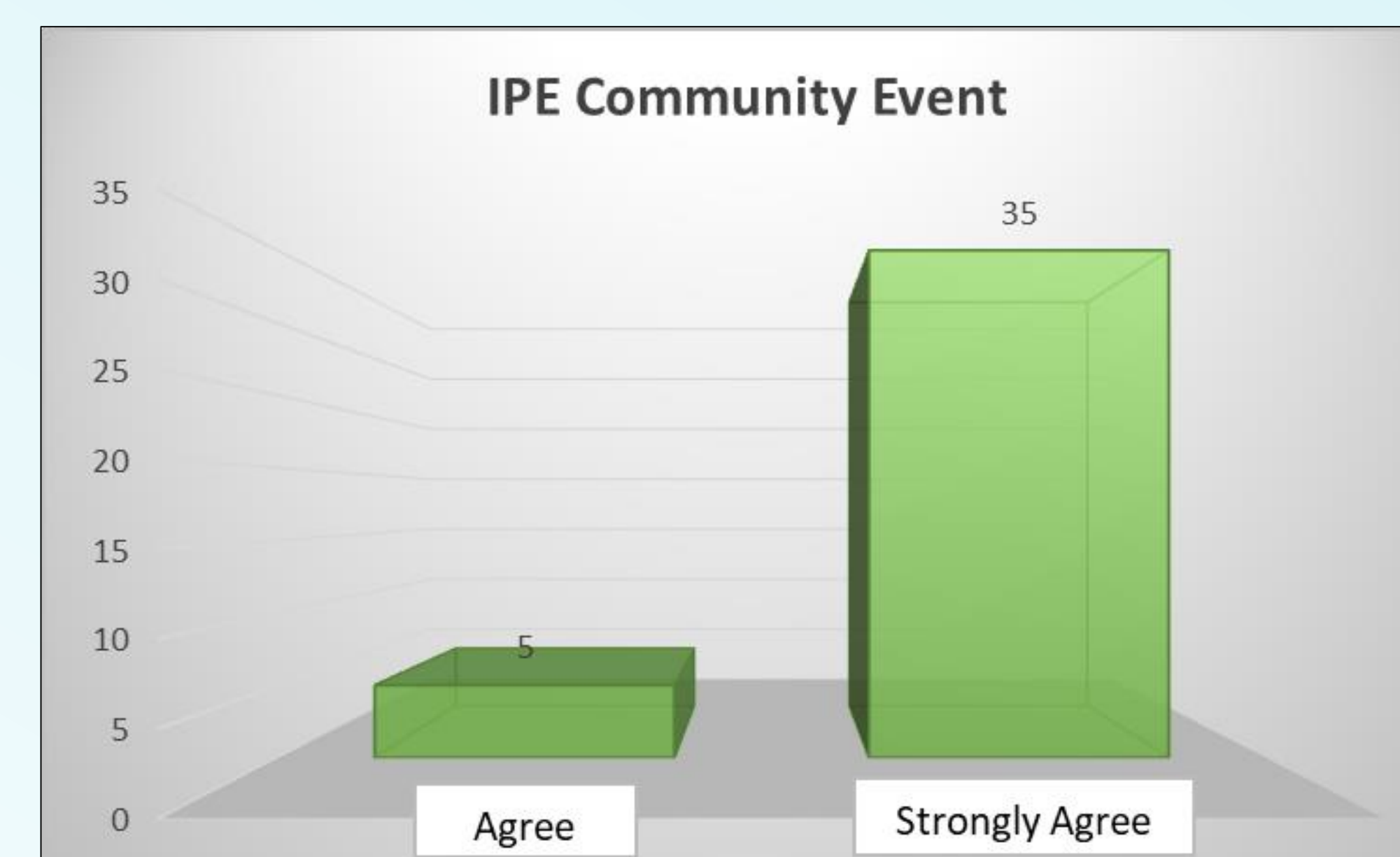
DATA COLLECTION

- Peer feedback surveys
 - IPE Workshop (N = 91)
 - IPE Community Event (N = 40)
 - Guest lectures #1-3 (N = 29)
- Quizzes and examinations
 - Data collected from quizzes and midterm examination
- Faculty observation forms
 - 1st lecture: 2 forms
 - 2nd lecture: 2 forms
 - 3rd lecture: 3 forms
- JASP (version 01.11.1.0)

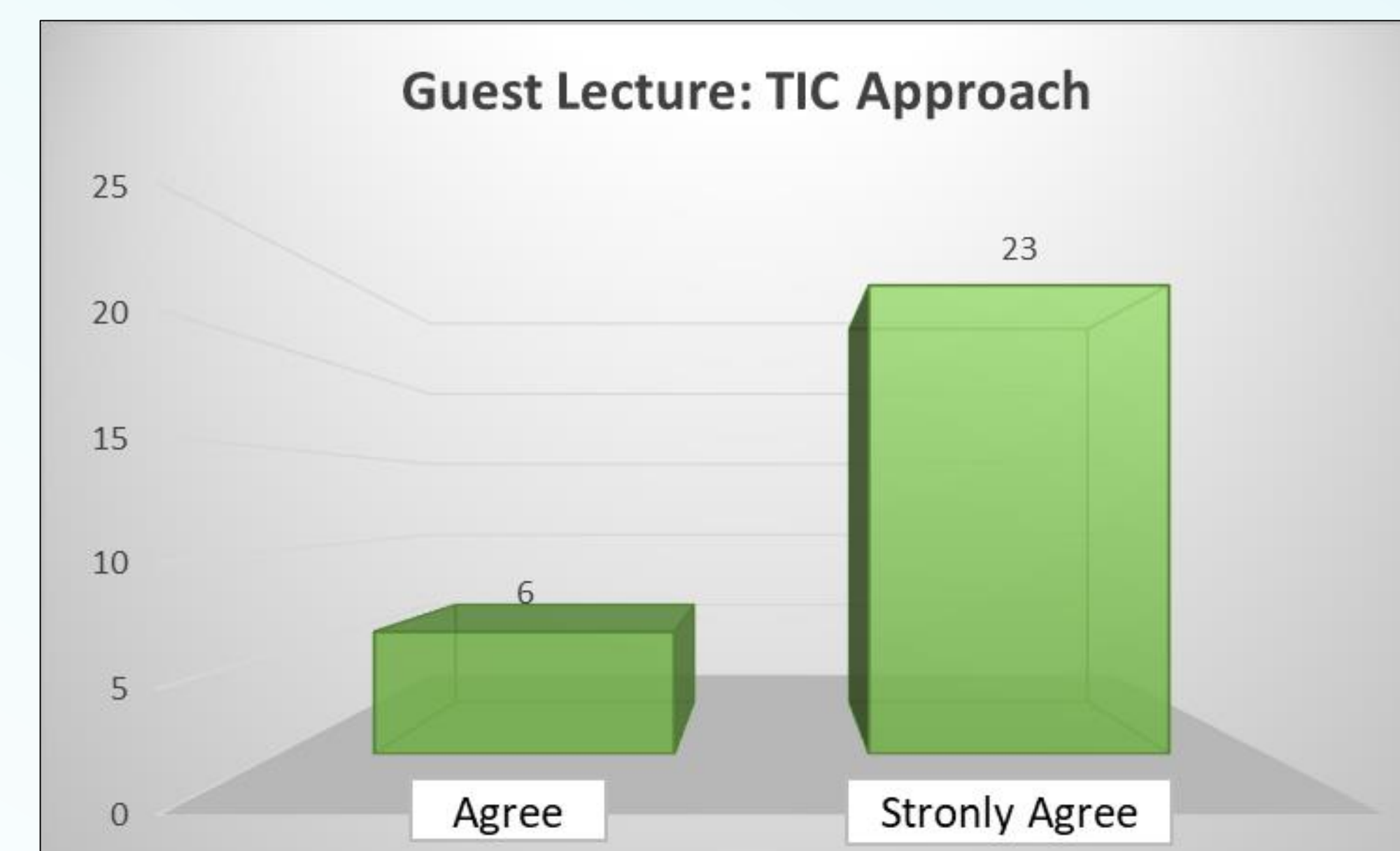
Results of Data Analysis



Note. (N = 91) Q2: "After this workshop, I have a greater understanding of how each discipline addresses mental health."



Note. (N = 40) Q1: "I feel able to act as a fully collaborative member of the team."



Note. (N = 29) Q3: "After this lecture, I understand occupational therapy's role in a trauma informed care approach."

Faculty Observation Forms

1 st lecture mean scores (Mental Health – Third Trimester)					
Q1	Q2	Q3	Q4	Q5	
3.281	3.375	3.375	3.375	3.115	

2 nd lecture mean scores (TIC – Third Trimester)				
Q1	Q2	Q3	Q4	
3.642	3.750	3.714	3.70	

3 rd lecture mean scores (TIC – Second Trimester)					
Q1	Q2	Q3	Q4	Q5	
3.291	3.30	3.25	3.285	3.0	

Note. (N = 7) Forms collected from OT (5); PT (1); Pharmacy (1)

Scholarly Deliverables

- Three Power Point guest lectures with references.
- Preliminary descriptive data results from peer feedback surveys.
- Applied ACOTE accreditation standards within guest lectures.
- Peer feedback surveys, lesson plans, case studies, exam questions, and student handouts.

Discussion

- The responses from IPE workshop yielded positive results and students from each discipline learned how to address the mental health population.
- The IPE community event afforded students the opportunity to apply skills learned in the academic setting and work with other students from separate disciplines.
- Based upon the results from the guest lecture addressing TIC approach, 100% of the students responded positively which indicates my ability to effectively convey information to students.
- The means scores collected from faculty observations indicated the second guest lecture yielded the highest scores.
- The graduate student received an average rating of three or above (i.e. meets expectations).

Implications

- There is a shortage of OT's currently employed in mental health settings.
- Contributing factors could be the lack of in-depth knowledge to treat persons living with a mental illness.
- Facilitating class discussions related to mental health and a TIC approach could result in students to be more empathetic, prepared, and equipped to implement innovative strategies.

References

(available upon request)

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