

Alexandra Herman

Mentor: Dr. Kelly Gable

Title: *Incorporation of Trauma-Informed Care into Pharmacy Education Through Active Learning*

Background: It is estimated that nearly 70% of the United States adult population has experienced at least one traumatic event in their lives. Adverse childhood experiences (ACEs) are individual traumatic experiences that occur during childhood and increase the risk for developing chronic illnesses in adulthood. Trauma-informed care (TIC) is an essential aspect of patient care that realizes the impact of trauma, recognizes signs and symptoms of trauma, integrates knowledge of trauma into practice, and actively resists re-traumatization.

Objective: The purpose of this study is to assess the impact of a two-hour TIC training session on second-year (P2) student pharmacists. The study aims to assess the students' knowledge, attitude, and practice related to trauma-informed care.

Methods: A two-hour TIC training session was presented to P2 student pharmacists at the Southern Illinois University Edwardsville (SIUE) School of Pharmacy. This session focused on increasing the students' understanding of trauma and its impact on people. Additionally, it taught the students to apply the lens of trauma in their practice settings. A 21-item survey instrument was administered to the students one day before and immediately after the training session. The survey included statements related to the participant's knowledge of TIC, the participant's attitude toward TIC, and the participant's practice related to TIC.

Assessment/Results: P2 student pharmacists participated in the two-hour TIC training session as part of a required course. There were 53 responses to the pre-training session survey and 50 total responses to the post-training session survey. The overall response rate for the pre- and post-training session survey was 94.3% (N=50). Seventy-three percent of student participants indicated strong agreement supporting the principles of TIC at the completion of their training (vs 14% at pre-assessment). Seventy-eight percent strongly agreed (vs 38% at pre-assessment) that TIC is essential for working effectively with patients. Overall, there was an increase in the knowledge, attitude, and practice related to TIC after the two-hour training session ($p < 0.05$).

Conclusion: The incorporation of a two-hour TIC training session into pharmacy education has the potential to affect positively student pharmacists' knowledge, attitude, and practice related to TIC. Further studies are needed to assess the longer-term impact of introducing TIC training into pharmacy curriculums.