

## Abstract

**Title:** Assessing the Impact of Trauma Informed Care Training on Pharmacy School Staff, Faculty, and Students Regarding Perceptions of Poverty, Empathy, and Trauma Informed Care

**Purpose:** The purpose of this study was to assess the impact of the virtual trauma informed care (TIC) active-learning sessions and the poverty simulation provided by Alive and Well Communities on pharmacists, pharmacy school staff, and student pharmacists. The study aimed to evaluate their perceptions of poverty, their empathy towards patients struggling with poverty, and their understanding of how poverty relates to trauma informed care (TIC).

**Background:** It can be difficult for providers to recognize the need for TIC, identify specific patients in need, and to understand what it is like to experience poverty daily. Alive and Well Communities, a community partnership organization, provides valuable educational sessions about TIC and an online poverty simulation. Research is limited regarding TIC in pharmacy school curricula and there has yet to be a study that ties a poverty simulation into TIC.

**Methods:** Working alongside Alive and Well Communities, there were three, one and a half hour virtual trainings where participants were given a multitude of education regarding trauma-informed care. Assessment tools for perceptions of poverty, empathy, and TIC were researched and selected. Assessments were completed via Qualtrics as pre- and post-assessments. The primary outcome of this study is defined as the difference between pre- and post-assessment responses regarding poverty, empathy, and TIC.

**Results:** There were a total of nine questions (22.5%) that had a statistically significant improvement in response from the pre- to post-assessments analyzed. Many questions that did not have a statistically significant change already had an accurate perception of poverty, empathy, and TIC.

**Conclusion:** This study showed that implementation of TIC active-learning sessions along with a poverty simulation has an impact on certain perceptions of poverty, empathy, and TIC for pharmacy students, faculty, and staff. There is benefit in adding similar active-learning sessions to the pharmacy curriculum.