Trauma-Informed Parenting: Reaching Rural Kinship Families through a Nursing Faculty and Extension Education Partnership
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BACKGROUND
Collateral damage from the opioid crisis often creates kinship families who have experienced trauma. In this pilot study, nursing faculty and Cooperative Extension Educators delivered trauma-informed parenting classes to kinship parents in rural Indiana counties.

PURPOSE
This multi-site, mixed methods, pilot study evaluated the impact of a trauma-informed parenting curriculum presented to rural-dwelling kinship parents.

SAMPLE
- Recruitment occurred across 11 rural counties in Indiana. Five classes were offered in four rural counties from 2014 to 2016.
- Forty-three parents registered for classes; 16 met study criteria and were used in the final analysis.
- Mean Age: 58.7 years; 69% were female, 31% were male.
- Recruitment was conducted at 11 sites: 3 daycares, 3 community centers, 3 schools, and 2 churches.
- Fifty percent were White/Caucasian; 40% were African American; 10% were American Indian/Alaskan Native.
- 74% were married; 26% were single, never married, separated, or divorced.
- 88% were caregivers (grandparents or guardians) for children aged 2 to 11 years.
- 86% have a high school diploma; 14% have a bachelor's degree.
- 43% have been employed full-time in the past year; 57% have been employed part-time in the past year.
- 69% have very good or excellent health.

RESULTS
- Qualitative Themes
  - Themes
    - Parenting Measures
    - Strengths
    - Difficulties
  - Subthemes
    - The Aftermath of Trauma
    - Impact of Trauma-Informed Classes on Parenting Behaviors
    - Putting it Into Practice

- Hypotheses Were Not Supported
  - Increased social support through classes
  - Decreased child behavioral problems
  - Decreased symptoms of parenting stress

- Satisfaction Data Findings
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- FUNDING
  - This study was supported through the National Institute of Food and Agriculture: Rural Health and Safety Education (GRANT1663058).

DISCUSSION
- Although quantitative measures failed to demonstrate the impact of the curriculum, qualitative and satisfaction data provide evidence to support this intervention.

CONCLUSIONS

REFERENCE

LIMITATIONS
- Modest sample size; Short time period between pre/post-tests; Inability to provide incentives to increase recruitment; Extension Educator discomfort/r/t intense trauma-related content.