

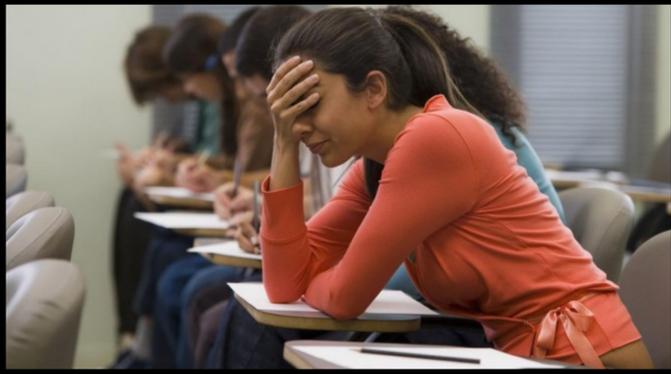


The Trauma Informed Classroom

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BACKGROUND

- Adverse childhood experiences (ACEs) can result in negative effects that last a lifetime¹
- ACEs may include:
 - Neglect²
 - Physical and sexual abuse²
 - Sudden loss of a parent²
 - Surviving a life threatening event²
- Primary and Secondary schools educators recognize that children with a history of ACEs require special support in order to achieve academic success³.
- Primary and Secondary educators have developed best practices to aid in the education of children with ACEs³.
- Because of their success these children graduate and pursue college degrees.
- Upon arrival at college young adults with a history of ACEs may not have the social and academic support they had as children
- Content presented in nursing classes may trigger or intensify symptoms of trauma.
- Symptoms of psychological trauma may include: Depression, anxiety, fear, social withdrawal, disordered sleep, eating disorders, substance use, difficulty concentrating, absenteeism



- Upon arrival at college students may voluntarily self-disclose disabilities and health issues to the office of disabilities in order to receive appropriate academic support.
- There is no indication that students are assessed for, or report ACEs.
 - Students may choose not to disclose because of:
 - embarrassment.
 - fear or shame of their past trauma
- Young adults with ACEs may find it difficult to excel in college without support. Required content in nursing curriculum may trigger or intensify childhood trauma. There is little evidence that faculty are aware of trauma informed classrooms or how to provide safe learning spaces for students.

PROBLEM STATEMENT

- A review of the literature revealed a paucity of information regarding best practices for educating college students with a history of psychological trauma.
- An informal survey of faculty at Rutgers School of Nursing (RUSoN) revealed faculty were not aware of trauma informed education.



PURPOSE

- The purpose of this cross sectional exploratory study is to determine the degree to which RUSoN faculty and students are knowledgeable about adverse childhood experiences (ACEs) and trauma in the classroom.
- This information will allow investigators to make recommendation regarding the development of an education intervention to train faculty and teaching assistants about ACEs and trauma.
- Increased educator knowledge of ACEs and safe educational spaces will allow all RUSoN to move through the nursing program with minimal or no triggering of past traumatic events. thus facilitating timely program completion.



METHODS

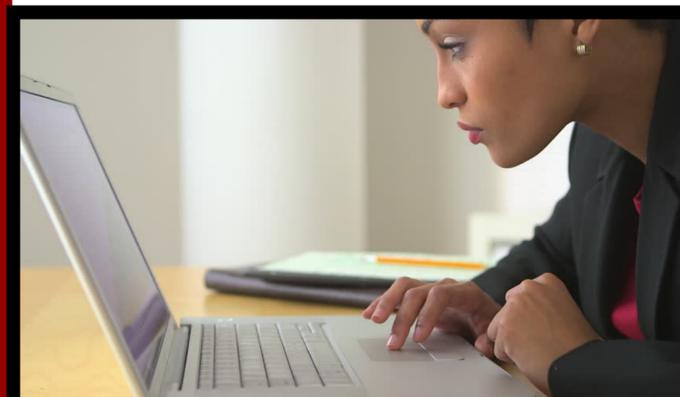
- This study is approved by RUSoN Research Department
- This study is approved by Rutgers University, Rutgers Biomedical Health Science Institutional Review Board Pro20170000381.

Sample

- All full time, part time and adjunct faculty and teaching assistants at RUSoN will be invited to participate
- All undergraduate students in the *generic nursing program* will be invited to participate
- Sample size:
 - Faculty – for a confidence interval of 95% +/-5 we will need 83 respondents.
 - Students- for a confidence interval of 95% +/-5 we will need 230 respondents.
- For the faculty questionnaire we have determined that for a confidence level of 95% and a confidence interval of +/-5 we will need 83 respondents.

Instruments

- Surveys for faculty and one for students were developed by the investigators.
 - The faculty survey consists of 34 questions (demographics, knowledge assessment, and ACE test)
 - The student survey consists of 32 questions (demographic, knowledge assessment and ACE test)
- The surveys have been loaded into Qualtrics®, an online survey software program that will allow participants to anonymously complete the survey and simultaneously enter the responses directly into an SPSS data set.



ANALYSIS

- Data collection is ongoing
- SPSS will be used to analyze data
- Descriptive statistics
- Correlations
- Tests of significance



RESULTS / NEXT STEPS

- Results are pending
- Results will be presented at RUSoN Honors Program.
- Dissemination of findings to faculty and student
- Manuscript preparation for publication

