



Project Implementation Reflection

Abstract

This paper reflects on a trauma informed care educational intervention project for provider and student participation. This discussion includes the foundational selections for the project including; the background, PICOT, synthesis of evidence, purpose, project site, team dynamics, barriers, implementation strategies, sustainability, and leadership innovation principals. The educational intervention took place at the Student Health Outreach for Wellness clinic's General Assembly. Topics covered within intervention will include the history of trauma informed care, outcomes of childhood trauma survivors, financial impact on health care, current research on trauma, and evidence based trauma informed techniques. The educational intervention will use three identical researched evaluation surveys to measure outcomes. The surveys used are an identical pre and post educational intervention survey called The Lifestyle Medicine Tool which assesses provider knowledge and attitudes of evidence based practice and trauma informed care. (Dacey, Arnstein, Kennedy, Wolfe, & Phillips, 2013). The pre and post design of the Lifestyle Medicine Tool allows comparison of providers or students knowledge and attitudes pre and post educational intervention. An identical survey is also sent to participants 30 days post intervention to assess for any lasting knowledge or attitude changes. Results showed that the intervention for providers and students increased knowledge and a positive attitude toward this evidence based practice change incorporating trauma informed care into clinical practice.

Keywords: Trauma informed care, trauma, evidence based trauma care