Pediatric Approach to Trauma, Treatment, and Resilience (PATTeR): Trauma-Informed Care Training for Pediatric Trainees

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Background

- The AAMC and ACGME recognize resilience and trauma-informed care (TIC) in training program requirements.
- The American Academy of Pediatrics (AAP) "Pediatric Approach to Trauma, Treatment, and Resilience" (PATTeR) TIC curriculum was developed by a multi-institution, multi-disciplinary expert team.
- We adapted and implemented PATTeR for pediatricians to trainee education and developed a modified communication skills assessment to measure higher-level learning outcomes, enabling real-time feedback and deliberate practice-based educational interventions.

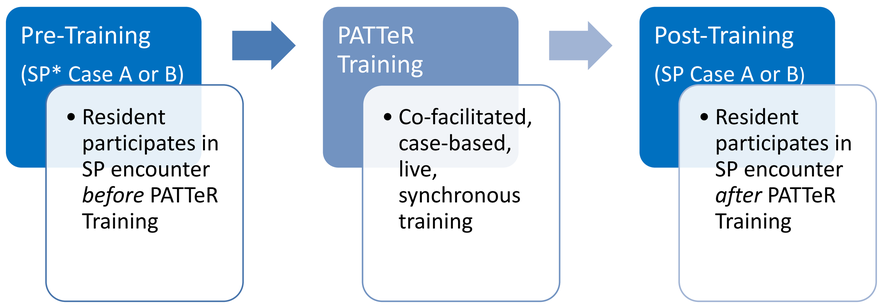
Aims

- Improve pediatric interns' self-assessed knowledge and confidence in TIC
- Assess higher-level learning outcomes in behavioral change with standardized patient encounters
- Provide real-time feedback and facilitate deliberate practice-based educational interventions.

Methods

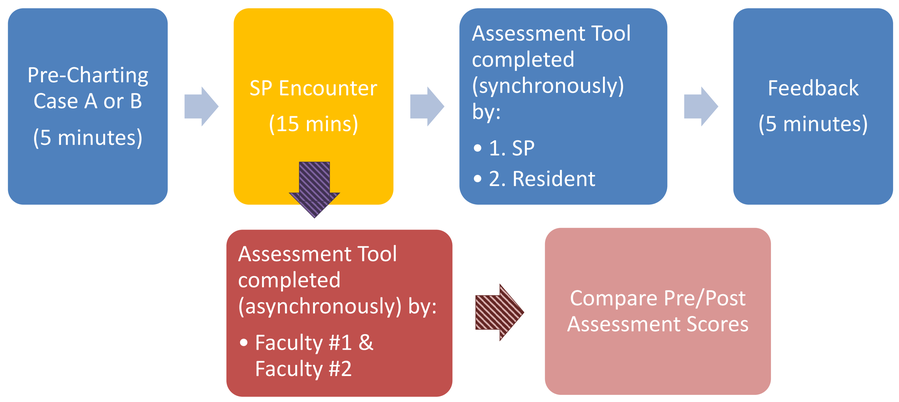
- We trained first-year pediatric interns at UCLA during their required Developmental and Behavioral Pediatrics rotation.
- A pediatrician and clinical psychologist delivered the training with interactive case-based discussions.
- We assessed pre-post learning based on the Kirkpatrick Education Model.
- We developed two standardized patient (SP) encounter (SPE) scripts and trained SPs through the UCLA Standardized Patient Program under the direction of Ken Lay.
- We adapted the Gap-Kalamazoo Communication Skills Assessment Form (GKCSAF) to assess TIC communication skills (GKCSAF-TIC).
- We examined tool validity using Messick's framework, covering content, response process, internal structure, and relationship to other variables.

Training Plan



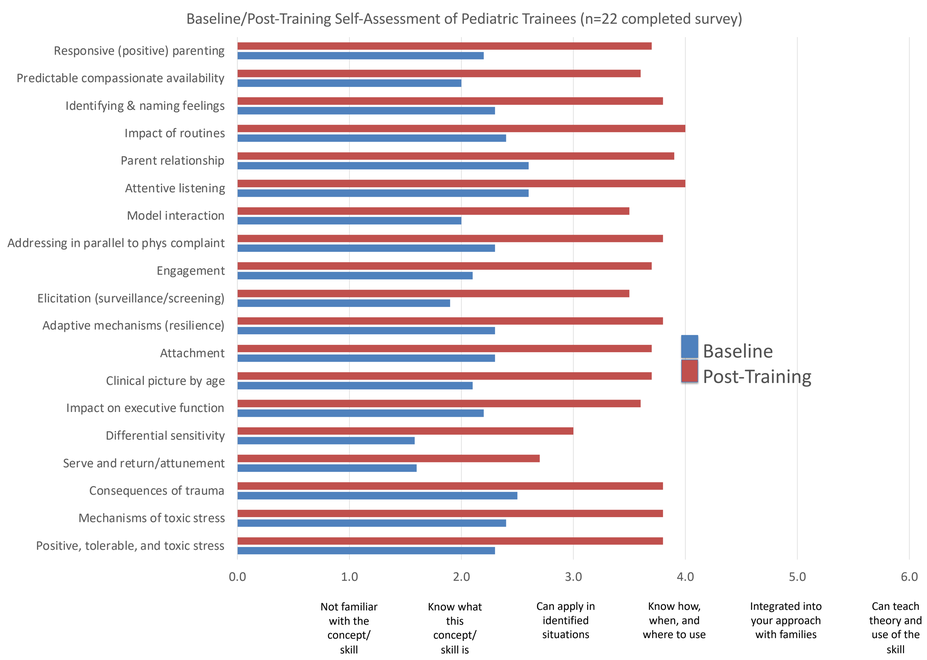
Learners are first-year pediatric residents enrolled in their two-week Developmental & Behavioral Pediatrics rotation. (*SP=Standardized Patient)

Standardized Patient Encounter & Assessment



SP encounters are video-taped and scored asynchronously by 2 trained faculty reviewers (Faculty #1 & Faculty #2).

Results of Learners' Self-Assessment



Findings and Conclusions

- We analyzed 57 SPEs involving 33 pediatric interns, with 23 pre-post matched pairs.
- The development process and rater training supported content and response process validity.
- Cronbach's alpha ranged from 0.93 to 0.96. Intra-class correlations ranged from 0.80 to 0.83. Scores significantly improved pre-post training ($p<0.05$).
- The GKCSAF-TIC shows good preliminary validity evidence for assessing TIC communication skills in pediatric residents.
- Pilot results support utility of SPEs for assessing trainee communication skills and suggest expansion to larger trainee cohorts.
- The GKCSAF-TIC may be generalizable to other TIC trainings and, combined with SPEs, can measure learning application, addressing an educational gap.
- The PATTeR training, SPEs, and GKCSAF-TIC tool are available to the UCLA community for trainee education.

Implications

- The PATTeR team has a training toolkit available for dissemination (i.e., training slide deck with speaker notes, standardized patient cases/scripts, pre/post training self-assessment tool, TIC communications skills assessment tool, facilitator guide).
- Training materials have been tested and refined.
- The PATTeR curriculum meets the needs of medical education requests for practical resources and skills.
- The PATTeR team developed a practical communications skill assessment tool with preliminary validity evidence to support its use with TIC trainings.
- Future iterations can include virtual standardized patients and online case-based learning (leveraging current educational technology).

Scan for the PATTeR for Trainees Toolkit
Contact: CThang@mednet.ucla.edu

PATTeRx
Pediatric Approach to Trauma, Treatment and Resilience

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