Supplemental Materials
Seminar: Intimate Partner Violence Advocacy Skills:
Innovative Strategies for Student Training and Application

<u>Foundations for Change</u>

What is your institution's mission statement? What are the vision and values?

How does supporting survivors of IPV, sexual assault, or human trafficking fit into your institution's purpose or goals? What incentive do they have for buying in to this education topic?

Who is on your core team to initiate and create curricular change? (Faculty champion, clinician, student, interdisciplinary partners, community agency leader, topic expert, survivor?)

Where is this on you (or your team's) priority list? How much time do you intend to commit to it and how will you hold yourself accountable to that?

Which organizations or allies in the community share a common goal? How might you collaborate with those in the community with similar goals? Are any initiatives or programs already started?

Fostering Skills Application

Besides curricular change, what else needs to happen before students can begin screening and supporting survivors? (Clinic protocols, clinician/staff education?)

Where and when will students be screening patients? What resources will they need to support patients?

What resources will students need to reflect on their experiences with survivors and take care of themselves when they experience vicarious trauma?

What push back will you get from students and how might you navigate it?

PDSA Worksheet
Plan-Do-Study-Act/Adjust

Project Name: _____

PLAN

What is the goal for this PDSA cycle?

(Double Check: How will your specific PDSA contribute to the work you aim to do? Is it possible to accept it?)

What do you predict will happen?

What is the plan for the cycle? What are the steps to execute the cycle, including data collection (who, what, where, when)?

DO

Carry out the cycle. In brief terms, did it work as you expected?

STUDY

Summarize and analyze the observed results. What did you learn from this cycle? Include descriptions of successful interactions, unexpected challenges, and other special circumstances that may or may not have been part of the plan.

ACT / ADJUST

What actions are you going to take as a result of this cycle? (Check one)

☐ Adapt the Test   ☐ Expand the Test   ☐ Abandon the Test

Plan for the next cycle. What changes are needed? If expanding or adapting, what will you do to continue your learning while beginning to spread the successes?

My Next Step:

_____
_____