

Professional Education Framework

Jolene's Law Task Force

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UNIVERSITY OF
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SCHOOL OF HEALTH SCIENCES

Professional Education Framework

Professional education in health and human services is a critical component of translating policy into practice. The Jolene's Law Task Force identified *Improving Education and Training* as one of its five major tenets around which to set goals and strategies for future implementation. To help address this tenet and its goals of *a) undergraduate and graduate level and b) training in the field for all stakeholder disciplines*, a Professional Education Framework for the Jolene's Law Task Force is proposed.

Professional learning can be viewed as progressing along a continuum from lower level learning, such as basic knowledge and awareness, to more complex thinking and learning, such as expertise, metacognition, and competence (Kirkpatrick, 1975; Krathwohl, 2002; Lawler, Curry, Donnenwirth, Mangrich, & Times, 2012). In recent years, competency-based training emerged as a preferred teaching and learning method in health and human services as it delineates outcomes of learning relevant to practice within disciplines and between disciplines (Barr, 1998; Campbell, Silver, Sherbino Ten Cate, & Holmboe, 2010; Harris, Snell, Talbot & Harden, 2010), including professional education about responses to child maltreatment (Brittain, & Hunt, 2004; Stevenson, Leung, & Cheung, 1992).

In addressing child sexual abuse, professionals may have dual roles of gathering evidence and supporting the health and well-being of children and families who have experienced abuse. Ideally, the two roles together serve to ameliorate the trauma of abuse through specialized services such as Sexual Abuse Response Teams (SART) or Child Advocacy Centers (CAC), which draw on unique expertise and national protocols (Goldfarb, Goodman, & Lawler, 2015). In South Dakota, these services from experts are well-established and a strong base for developing a broader response model in the state. In fact, the five tenets of the Jolene's Law Task Force align well with international, research-based recommendations for holistic approaches in meeting the needs of children and families who have experienced child sexual abuse (e.g., Goldfarb et al., 2015; Lawler, Bederian-Gardner, & Goodman, 2013; NPEIV, 2015; Saywitz & Camparo, 2009).

The five tenets of the Jolene's Law Task Force reflect an ecological context from microsystems to mesosystems and macrosystems of South Dakota's social ecology, suggesting an ecological systems theory (Bronfenbrenner, 1989) be adopted for a proposed Professional Education Framework. Within this framework, outlined below and in Figure 1, competency-based curricula and education programs can be developed as discipline-distinct or interprofessional, defined as common, complementary, or collaborative (Barr, 1998). Ideally, the interprofessional features of this Professional Education Framework will strengthen the state's systemic response to child sexual abuse, reducing its incidences and fortifying supportive services to the children and families who have suffered sexual abuse:

Microsystems

Experts: Forensic, health and legal professionals who are experts in working with child abuse, especially in crisis settings such as SARTs and CACs. Professional and continuing education for this group may include specialized training from accredited professional organizations or accredited academic institutions which assess transfer of learning to professional competencies and effectiveness.

Responders: Health, legal, educational, family, and spiritual professionals who provide ongoing services and support to children and families who have experienced sexual abuse. Professional and continuing education for this group may include general and specialized training from accredited professional organizations or accredited academic institutions which assess learning and transfer of learning.

Mesosystems

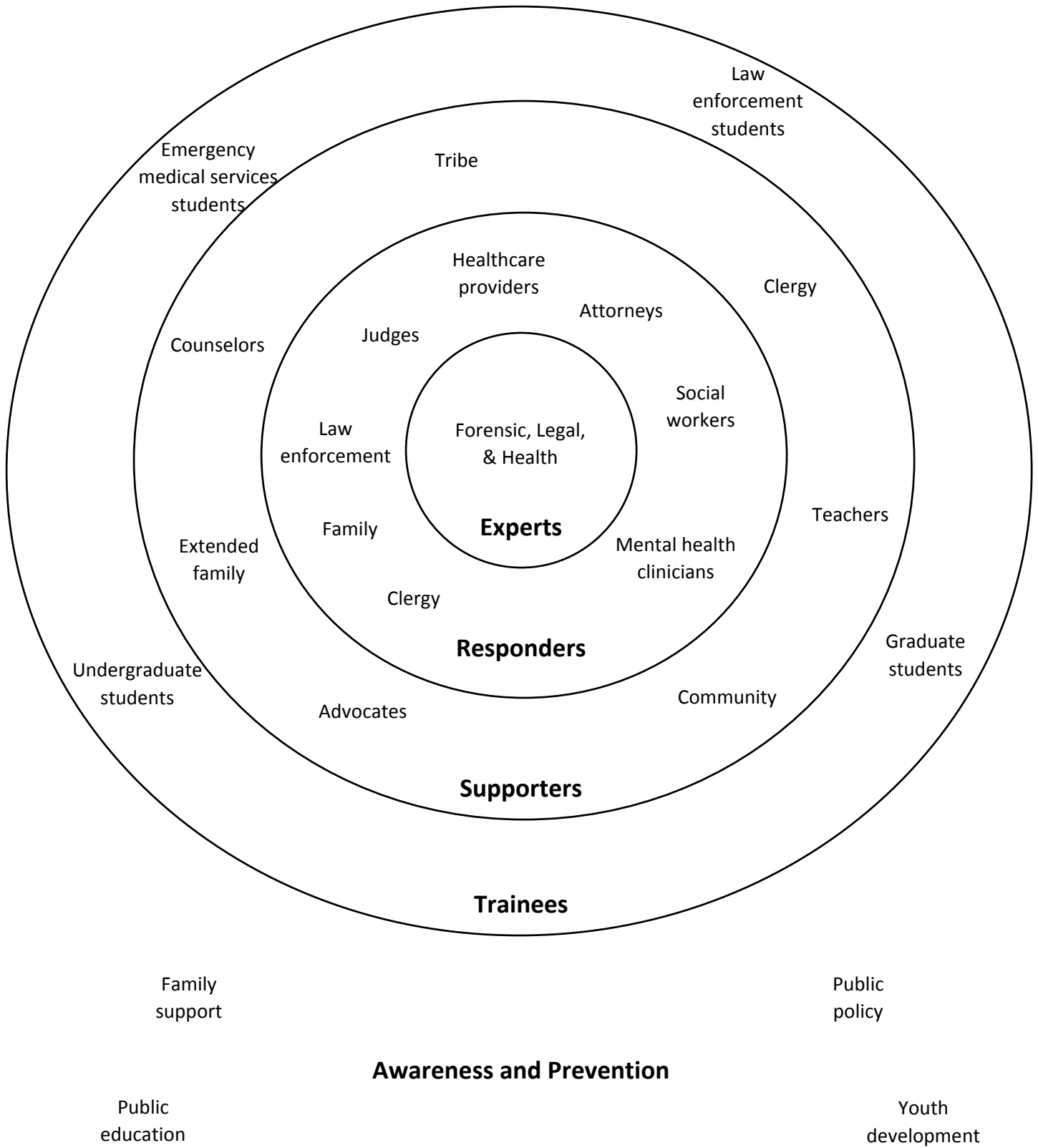
Supporters: Extended family, community, tribe, advocates, teachers, counselors, and clergy who can support children and families who have experienced child sexual abuse. Professional community education for this group includes general training from accredited professional organizations or academic institutions which assess learning.

Trainees: Undergraduate and graduate students in health, human services, education, and legal professions who are developing capacity to provide services and support for children and families who experienced child sexual abuse. Academic preparation for this group includes general training on child sexual abuse in the context of the academic discipline. Opportunities may include a minor or major in child advocacy, child advocacy specializations in health sciences (BS) and social work (BSSW and MSW), and dual graduate degrees specializing in child advocacy (JD/MSW), as well as addressing public health concerns of child maltreatment (MPH/MSW). Standardized child maltreatment cases can be integrated into institutional and statewide interprofessional learning events and simulation experiences.

Macrosystems

Awareness and Prevention: The "awareness" level corresponds with the Jolene's Law Task Force's tenet of *Improving Public Awareness, Public Policy and Research* as it "connects research to the work of front line professionals," representing a link to the Professional Education Framework. Through the Jolene's Law Task Force, awareness of child sexual abuse is already influencing public policy toward "eradicating child sexual abuse in South Dakota." Other critical components of awareness include public education, youth development, and family support to help "recognize and support abuse victims."

Figure 1
South Dakota
Professional Education Framework



The University of South Dakota is strongly committed to addressing professional education needs identified by the Jolene's Law Task Force and eager to assist in developing competencies, curricula, and learning materials for all levels of learners in partnership with other professional organizations and academic institutions. Faculty and deans from the University of South Dakota's School of Health Sciences, Sanford School of Medicine, School of Law, College of Arts and Sciences, and School of Education bring their expertise to the proposed Professional Education Framework, including the following faculty experts:

USD Faculty Member		Areas of Expertise
Beth Boyd, PhD	Professor of Psychology	Children and families, crisis intervention, Native American families
Kathleen Brown-Rice, PhD	Professor of Counseling & Psychology in Education	Historical trauma in Native American families and communities
S. Jean Caraway, PhD	Clinical Psychologist and Associate Professor of Psychology	Impact of child sexual abuse
Shana Cerny, OTD, MS	Assistant Professor of Occupational Therapy	Pediatric occupational therapy, human trafficking
Nancy Free, DO	Clinical Associate Professor of Pediatrics	Pediatrics, child abuse and neglect
Harry Freeman, PhD	Professor of Counseling & Psychology in Education	Child and adolescent attachment relationships
Julie Johnson, MD	Associate Professor of Physician Assistant Studies	Pediatric rehabilitation
Kathryn LaPlante, MSW	Instructor of Social Work	Child welfare, Indian Child Welfare Act, Native American families
Michael J. Lawler, MSW, PhD	Dean and Professor, School of Health Sciences	Child welfare, child well-being, forensic psychology
Laurie Lind, MS	Instructor of Health Sciences	Court Appointed Special Advocates, vulnerable populations, child maltreatment
Jay Memmott, MSW, PhD	Social Work Chair and Associate Professor of Social Work	Clinical social work, child abuse, domestic violence
Debra Norris, MSW, EdD	Associate Professor of Social Work	Trauma-informed practice, intergenerational family practices, rural communities
Brett Slingsby, MD	Assistant Professor of Pediatrics	Pediatrics, board certified in child abuse and neglect
Emily Smith, RN, MS	Instructor of Nursing	Maternal child health
William Sweeney, PhD	Professor of Special Education	Effects of child abuse and neglect, foster care and adoption
Christine Tesch, RN, MS	Instructor of Nursing	Maternal child health

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