Implementing Trauma-Informed Care (TIC) Curriculum in a Doctoral Nursing Program

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Abstract  
**Purpose:** Trauma is highly prevalent with 70% of individuals encountering at least one traumatic event during their lifetime and approximately 30% experiencing four or more events (Wheeler & Phillips, 2021). Despite the dramatic impact of trauma, there is minimal literature to assist nurses with caring for patients with a trauma history. The purpose of this project was to evaluate the implementation of a virtual, asynchronous trauma-informed care (TIC) educational program for Doctor of Nursing Practice (DNP) students at a midsized, Midwestern public university using knowledge, attitudes, and competency scores as outcome measures.

**Methods:** This program evaluation (PE) project was an observational pre, immediate post, and 30 day post-educational design. The 48-item Trauma-Informed Care (TIC) Provider Survey v2.0 was used to assess DNP students’ knowledge, attitudes, and competency in assessing for trauma and utilizing TIC practices. DNP students’ current use of TIC practices and their perceived barriers to utilizing skills were also assessed.

**Results:** Participants (N = 23) included DNP students who completed the pre-and immediate-post TIC surveys. Of the twenty-three total participants, ten students also completed the 30-day post retention surveys. Repeated-measures t-tests were utilized to test for significant change across time associated with the TIC educational modules. A statistically significant increase in DNP students’ knowledge, competence, and use of TIC interventions was seen following the completion of the modules.

**Implications for Practice:** Statistically significant improvements in knowledge, competency and the use of TIC interventions suggests that DNP students who participate in TIC curriculum during their nursing program can gain the necessary knowledge and skills to use in practice. Therefore, the results of this project indicate that TIC education should be a continued component of graduate nursing curricula, including DNP programs.

Defense of Dissertation Committee  
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