

TH19 THE TRAUMA INFORMED CARE-PAIGN: A QUALITY IMPROVEMENT
PROJECT FOR PEDIATRIC EMERGENCY DEPARTMENTS ABSTRACT

**The Trauma Informed Care-paign: A Quality Improvement Project for Pediatric
Emergency Departments**

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Abstract

Background & Significance: Pediatric patients visit emergency departments (ED) for traumatic causes and can be subjected to medical procedures causing new or additional trauma. Trauma Informed Care (TIC) is a framework of care developed to prevent and treat negative effects of trauma including learning disabilities, depression, and suicide attempts. The potential to care for patients with past or current trauma supports the need for pediatric ED staff to receive information on practices to prevent, identify, mitigate, and manage the effects of trauma.

Purpose: This project aimed to disseminate TIC information to staff in the Pediatric ED, gather perspective of TIC, and evaluate the preferred information dissemination modality.

Methods: The project design was an awareness campaign, through which TIC information was presented. Questionnaires collected self-reported subjective data after each dissemination modality and at the conclusion of the project. Implementation took place at two pediatric EDs. Criteria for participation included being a Pediatric ED Nurse Practitioner, Medical Doctor, Doctor of Osteopathic Medicine, Physician Assistant, Registered Nurse, Licensed Practical Nurse, Clinical Technician, Medic, or Child Life Specialist. The Institutional Review Boards at the university and project site deemed the project as non-human subject. Descriptive statistics (count, mean, and mode) were utilized to analyze data.

Results: Most participants (68.8%) reported being unaware of TIC prior to participation in the project, and 87.5% were interested in learning more about TIC after participation in the project. All (100%) of participants reported TIC was applicable to their career and influential to workplace interactions and practices. Posterboard was the preferred mode of delivery.

Discussion/Conclusion: This project supports a need for future TIC education among pediatric ED staff with the use of posterboards for information delivery. Based on project limitations, future projects and research are needed to support the generalizability of the findings.