



Adopting a Simulation-Based Framework for Training Health Professions in Trauma-Informed Care Related to Human Trafficking

Heather Guest, PhD, RN, CNE, CHSE
Donna Paris, DNP, RN, CCRN-K, CNE

Introduction

In 2023, there were over 1,700 cases of human trafficking (HT) in Texas alone. Trauma-informed (TI) care has gained standing in the literature as the recommended approach to care for these individuals. To train healthcare providers (HCP), focused planning is crucial to developing and implementing a scientifically based, TI, health professions simulation. Simulation promotes

- ❖ clinical reasoning
- ❖ clinical judgment
- ❖ critical thinking through experiential learning

Theoretical Framework

Nurse educators used the Guest Trauma-Informed Simulation Educational Framework® to guide the development of a virtual HT scenario to educate community HCPs. Through a round table discussion, educators collaborated with experts in simulation design and the care of HT survivors.

Description

The scenario depicts a female teen victim of familial HT. The HCP is challenged with identifying the red flags of HT and methods for ensuring the safety of the client:

- ❖ Dressed inappropriately for weather
- ❖ No eye contact
- ❖ Wearing sunglasses to cover a black eye
- ❖ Tattoo on hand
- ❖ Complaints of generalized pain
- ❖ Mother did not allow the child to speak

This virtual simulation was divided into three vignettes with mini debriefs in between each clip and a large debrief at the end.

Results

The experts included each component of the theoretical framework (simulation design, student objectives, student preparation work, encounter, and bi-directional debrief) in the design of the virtual scenario. Emphasis was placed on trust, respect, and recognizing trauma survivors along with their safety concerns and social support needs.

Guest Trauma-Informed Simulation Framework © 2024	
PURPOSEFUL SIMULATION DESIGN <ul style="list-style-type: none">Include pre-simulation prep work, student objectives scenarios with SPs, & bi-directional debriefDevelop realistic, reliable scenarios in diverse practice settingsElicit trauma survivors' perspectives regarding lack of trust & trust-building strategiesInclude multiple backgrounds and cultural diversity	PREBRIEF <ul style="list-style-type: none">Simulation objectives and expectationsEstablish psychological safety
STUDENT OBJECTIVES <ul style="list-style-type: none">Incorporate patient-centered educationIncorporate universal trauma precautions & evidence-based screening toolsUtilize SAMHSA's 6 principles and 4 Rs of TICIdentify overt and ambiguous signs of trauma	ENCOUNTER <div><div>Recognition of Trauma Survivors:<ul style="list-style-type: none">Utilize universal trauma precautions and evidence-based screeningInclude overt and ambiguous signs of trauma</div><div>Recognition of Social Support Needs:<ul style="list-style-type: none">Opportunities to identify social support including short and long-term support systemsOpportunities to identify gaps in social services and hospital policies, procedures & practices that lead to re-traumatizationIncorporate community resources for social support needs</div></div>
PRE-SIMULATION PREPARATION WORK <ul style="list-style-type: none">DefinitionsTypes of traumasStatistical prevalencePrinciples of TICSocial determinants of healthHistory of marginalized populations' mistreatmentPhysical and psychological effects of traumaOpportunities to listen to survivors' stories related to respect and disrespectPrepare for possibly dangerous situationsStigma surrounding patients with traumaTrauma effects on everyday livesFoundational neurobiology of traumaBarriers in healthcare for trauma survivorsEffects of historical trauma on the ability to trustCultural norms related to displays of respect	TRUST <ul style="list-style-type: none">Incorporate trauma historyRelationship-based traumaHonesty about mandatesTransparency about policiesOpportunities to use a non-judgmental, especially in family dynamics?Practice using validationOpportunities to collaborate with patientsOpportunities to earn as traumatized patients
BI-DIRECTIONAL DEBRIEF <ul style="list-style-type: none">Importance of self-careExplore the student experiences of caring for patients with ambiguous and overt trauma symptomsDebrief caring for individuals with different types of traumas	RESPECT <ul style="list-style-type: none">Incorporate verbal & nonverbal communication techniques that portray respect

Group Reflection

1. Key Insights: What are the most important insights or takeaways from today's discussion about familial sex trafficking?
2. Cultural Sensitivity: How can we ensure that our approach to familial sex trafficking is culturally sensitive and non-judgmental, especially in family dynamics?
3. Support Systems: What additional resources or support systems are needed for survivors of familial sex trafficking to help them recover and rebuild their lives?
4. Collaboration: How can we improve collaboration between health professionals and community organizations to better identify and respond to cases of familial sex trafficking?



1. What is the best approach for obtaining additional information from the child?
2. How do we ensure the safety of the child and the healthcare professional at this time?
3. Which interprofessional team members in your organization or discipline could support the care of the child?
4. Who are mandatory reporters in Texas? What is your role as a mandatory reporter?
5. Identify the appropriate authorities to report suspected child endangerment in Texas.

Conclusion

Due to the high prevalence of trauma in society, HCPs must learn better methods to care for these individuals. Health profession educators can use this framework to create simulations for any type of trauma, including HT, to train HCPs in TI care.

References

- Cannon, L. M., Coolidge, E. M., LeGierse, J., Moskowitz, Y., Buckley, C., Chapin, E., Warren, M., & Kuzma, E. K. (2020). Trauma-informed education: Creating and pilot testing a nursing curriculum on trauma-informed care. *Nurse Education Today*, 85. <https://doi.org/10.1016/j.nedt.2019.104256>
- Cant, R. P., & Cooper, S. J. (2017). The value of simulation-based learning in pre-licensure nursing education: A state-of-the-art review and meta-analysis. *Nurse Education in Practice*, 27, 45-62. <https://doi.org/10.1016/j.nepr.2017.08.012>
- Fiske, E., Reed Ashcraft, K., Hege, A., & Harmon, K. (2021). An interprofessional course on trauma-informed care. *Nurse Educator*, 46(4), E50-E54. <https://dx.doi.org/10.1097/nne.0000000000000935>
- Fleishman, J., Kamsky, H., Sundborg, S. (2019). Trauma-informed nursing practice" OJIN: The Online Journal of Issues in Nursing, 24(2).
- Guest, H., & Miller, C. L. (2024). Trauma-Informed Care in Nursing Curricula: Development of a Simulation-Based Educational Framework to Guide Health Professions. *Nursing education perspectives*, 45(5), 271-275.
- INACSL Standards Committee. (2021a). Healthcare simulation standards of best practice: Simulation design. *Clinical Simulation in Nursing*, 58, 14-21. <https://doi.org/10.1016/j.ecns.2021.08.009>
- INACSL Standards Committee. (2021b). Healthcare simulation standards of best practice: The debriefing process. *Clinical Simulation in Nursing*, 58, 27-32. <https://doi.org/10.1016/j.ecns.2021.08.011>
- INACSL Standards Committee. (2021c). Healthcare simulation standards of best practice Prebriefing: Preparation and briefing. *Clinical Simulation in Nursing*, 58, 9-13. <https://doi.org/10.1016/j.ecns.2021.08.008>
- INACSL Standards Committee. (2021d). Healthcare simulation standards of best practice Simulation-enhanced interprofessional education. *Clinical Simulation in Nursing*, 58, 49-53. <https://doi.org/10.1016/j.ecns.2021.08.015>
- Kuhnly, J. E., Bourassa, D., Dileone, C., Dodge, M., Maruca, A., & Beck, C. T. (2020). Evaluation of interprofessional teaching strategy for nursing students on perinatal trauma-informed care. *Nurse Education Perspectives*, 41(3), 174-176. <https://dx.doi.org/10.1097/01.nep.0000000000000537>
- Substance Abuse and Mental Health Services. (2014, July). SAMHSA's concept of trauma and guidance for a trauma-informed approach. https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf