Trauma Informed Caring:
Leading a Health System Through Change
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Learning Objectives

• Describe Trauma Informed Care in the primary care setting
• Identify at least one principle of adult learning theory
• Describe the role of formative evaluation in practice change
Adverse Childhood Events (ACEs)

Original Study, general population (Felitti et al., 1998)

- No ACEs: 48%
- ACEs: 52%

- 1 or more ACEs: 46%
- 4 or more ACEs: 6%

Federally qualified health center (FQHC) study (Lynch, Waite & Davey, 2013)

- No ACEs: 48%
- ACEs: 52%

- 1 or more ACEs: 45%
- 4 or more ACEs: 49%
Foundations of TIC (4 R’s)

- **Realizes** the widespread impact of trauma and understands potential paths for recovery
- **Recognizes** the signs and symptoms of trauma in clients, families, staff, and others involved with the system
- **Responds** by fully integrating knowledge about trauma into policies, procedures, and practices
- Seeks to actively **resist re-traumatization**” (SAMHSA, 2014, p. 9)
Key Principles of TIC

1. Safety
2. Trustworthiness and Transparency
3. Peer Support
4. Collaboration and Mutuality
5. Empowerment, Voice, and Choice
6. Cultural, Historical, and Gender Issues (SAMHSA, 2014)
Safety Examples: Exam Room Layout

- Provider feels trapped
- Patient feels trapped
- No one feels trapped

Door

Provider

Patient
Principles of Adult Learning Theory

• Create courses based on learner’s needs and life experiences
• Facilitate construction of new knowledge
• Encourage interaction among peers and instructors
• Bring your context into your content (Allen, 2016)
The Role of Formative Evaluation

• Providing real-time feedback during the learning process
• Allows for dialogue to entrench knowledge (Rushton, 2005)
Questions?
References

