

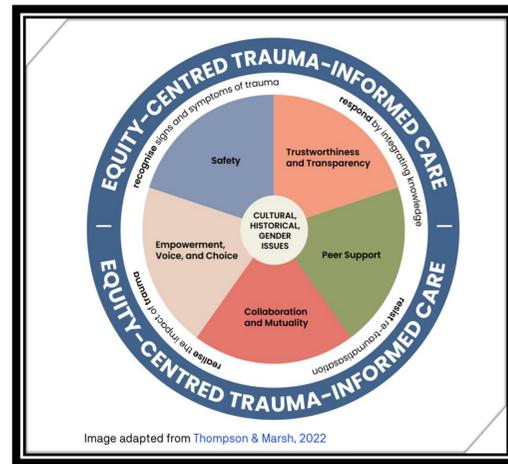


PREPARATION FOR ORGANIZATIONAL TRAUMA-INFORMED DESIGNATION THROUGH A QUALITY ENHANCEMENT PLAN

Tanya Belcheff DNP, CNM Frontier Nursing University

Background

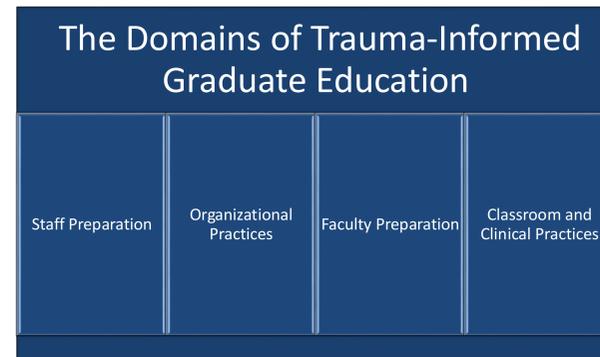
National data suggest that 90% of adults have experienced traumatic events (Black et al., 2023). In addition to lifetime traumatic events, the findings by Mayer et al., 2022 suggest that nursing students have been exposed to organizational, system, and community potentially traumatic events while in nursing educational programs. Efforts to prevent potentially traumatic events should include the consideration of trauma-informed educational and healthcare systems that support the academic and career success of nursing students. Outcomes that nursing students have experienced include moral distress, prolonged grief, secondary traumatic stress, as well as anxiety, and depression.



Introduction

Poor educational outcomes in graduate nursing programs have significant long-term professional implications. Trauma responses in students can manifest in various ways, including anxiety, hypervigilance, withdrawal, aggression, difficulties with self-regulation, academic decline, trouble concentrating, and dissociation. Recognizing signs of trauma allows for more effective and tailored support strategies to be developed. A trauma-informed approach shifts the focus from asking, "What is wrong with you?" to instead asking, "What happened to you?"

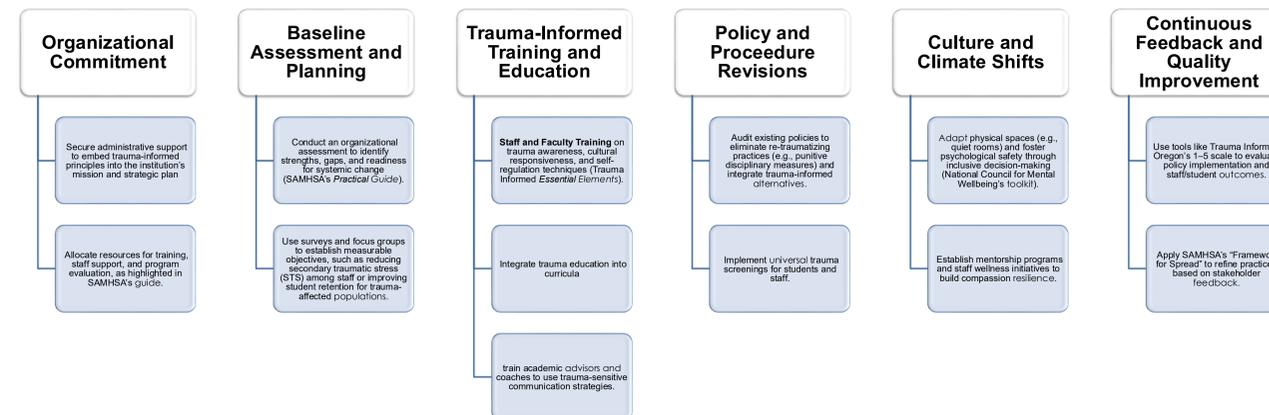
As a single-source graduate nursing University, Frontier Nursing University is uniquely positioned to integrate trauma-informed care principles into its curriculum, policies, and institutional culture. Frontier Nursing University can enhance the resilience of its students, faculty, and staff while preparing future healthcare leaders to provide compassionate and effective care for those impacted by trauma by implementing a trauma-informed Quality Enhancement Plan (QEP) to achieve designation as a trauma-informed organization. A QEP requires aligning institutional goals with evidence-based practices that lay the foundation for designation as a trauma-informed organization.



QEP Objective

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) outline that guidelines for a Quality Enhancement Plan (QEP) must:

- Contribute to enhancing student learning or the overall learning environment
- Be developed through an institutional process that addresses key issues identified through institutional assessment
- Be grounded in a need or opportunity, supported by data, to improve student learning
- Align with the university's mission and/or strategic plan
- Be focused and measurable
- Not be focused on a small or specific group within the student body
- Be supported by students, faculty, and other stakeholders involved in its implementation



AIMS

Systematically integrating a trauma-informed framework throughout the university we aim to

1. Promote support for mental health and a positive school climate for students, staff, and stakeholders while transforming into a trauma-informed organization.
2. Improve academic performance, increase retention rates, and increase academic engagement.
3. Enhance system-level metrics and support long-term outcomes, including post-graduation engagement and employment rates, while meeting accreditation standards.

The Four r's of Trauma-informed Support	
Realizing	Realizing the widespread impact of trauma and pathways to recovery
Recognizing	Recognizing traumas signs and symptoms
Responding	Responding by integrating knowledge about trauma into all facets of the system
Resisting	Resisting re-traumatization

Evaluation

- [Professional quality of life scale \(proqol\) compassion satisfaction and compassion fatigue \(proqol\) version 5 \(2009\)](#)
- [Student retention and academic performance data](#)
- [TRAUMA INFORMED SYSTEM \(TIS\) ATTITUDE scale](#)

Acknowledge

I want to express my sincerest gratitude to the leaders and colleagues who have given me support, guidance and inspiration.

The Dean of Inclusive Excellence and Student Success - Paula Alexander-Delpech
The Curriculum Design Coach - Audrey Perry
The AACN DNL cohort who significantly contributed to the success of this project.
My sister, who has been a constant presence throughout this journey.

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Biography

Tanya Belcheff, DNP, CNM, is an accomplished nurse-midwife and educator with over two decades of clinical, academic, and leadership experience. She serves as the Project Director for the HRSA Maternal Care Grant at Frontier Nursing University, where she also plays a pivotal role in advancing academic innovation across multiple institutional initiatives. Her leadership extends beyond the classroom. She has actively contributed to numerous university-wide workgroups and task forces, including clinical outreach and placement, technical standards, and student success planning. She has also played key roles in national and community initiatives, including serving on the ACNM Standards for Practice Taskforce, the Arizona ACEs Consortium, and various hospital-based committees focused on breastfeeding and maternal health outcomes. As a mentor, moderator, and program builder, she brings a unique blend of clinical excellence, strategic insight, and passion for inclusive, student-centered education. She remains deeply engaged in faculty development, simulation integration, and advancing trauma-informed, culturally responsive care in midwifery and nursing education.

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