

A Study of the Concept of Trauma Nurse Competency in the Emergency Room

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Abstracts

The precise definition of trauma nurse competency in emergency rooms is still unclear, despite the fact that there have been many published concept evaluations of nursing competency. Clarifying the criteria and characteristics of trauma nursing competencies in emergency rooms was the goal of this study. Design: The idea of trauma nursing competency in emergency rooms was explained using Walker and Avant's approach. Conclusions: According to the concept analysis, there are a number of contexts, including clinical practice, education, research, and organizational settings, where trauma nursing competency can be developed and enhanced in emergency departments. In the end, this might enhance the caliber of trauma nursing care and its results.

Keywords: Emergency, Trauma Nursing, Clinical Competence, Nurses.

1. Introduction

Patients who have experienced trauma may exhibit modest to severe injuries, which may result in impairment or even death. Only about 19.8% of trauma patients who went to South Korean emergency rooms (EDs) in 2021 were categorized as serious trauma cases. One Nevertheless, 56.6% of these patients with serious damage passed away, according to the data. These results highlight the need for medical personnel to give patients with severe trauma priority and specialized care in emergency situations (Malekifar , 2022).

Polytrauma, in which several bodily systems are harmed at the same time, can occur in patients who have experienced severe trauma. In these situations, the phrase "golden hour" describes the crucial period of time right after a serious injury, when timely evaluation and resuscitation are essential. For the best patient results during this time, prompt initial evaluations, therapy prioritization, and nursing care are crucial. If nursing care and treatment are delayed, the patient may die or become permanently disabled. Research has demonstrated that prompt and effective acute care in the ED can improve a patient's prognosis and chances of survival, even though the

length of a major trauma patient's stay there is only a small portion of their overall care journey (Abhilash , 2020; Mrayyan, 2022).

The skills that emergency department nurses should possess in order to provide excellent trauma care are yet unknown, though. It is common knowledge that nurses must have a thorough awareness of specific abilities in order to be prepared to provide high-quality care. Numerous concept analysis studies have been carried out in order to accomplish this goal, emphasizing nursing competency as a holistic concept that encompasses knowledge, professional judgment, skills, values, and attitudes. It is an essential skill that every nurse ought to have. However, depending on their specialized profession and particular work environment, nurses' abilities vary greatly in the various duties and responsibilities they do (Bech, 2018; Scott, 2008).

Furthermore, despite the importance of trauma nursing competences in improving patient outcomes and care quality, efforts to measure and evaluate these competencies have encountered difficulties. Notably, mainly physical injuries and provider-oriented features have received the majority of attention, and the criteria for evaluating competency vary greatly throughout research. Additionally, there are variations in trauma nursing skills between workplaces. Traditional assessment methods have difficulties in effectively evaluating ED nurses' trauma nursing competency because they do not take into consideration the unique peculiarities of different work environments (Nguyen, 2000).

Trauma Nursing Competency:

The study offered a thorough grasp of trauma nursing competency in the emergency department by utilizing Walker and Avant's exacting eight-stage concept analysis methodology. In addition to providing crucial insights into creating useful assessment instruments and educational initiatives to improve trauma nursing competency in clinical practice, this thorough analysis tackles the current deficiency of a precise definition. This study explored and delineated the unique competencies required for trauma nursing within the specialised setting of the ED. These competencies are separate from those other healthcare professions and nursing specialties demand. For instance, the disaster nursing competency framework produced by the International Council of Nurses contains a broad range of competencies needed throughout the preparedness, response and recovery phases of health threats and disasters (Holder, 2023; Fukadam 2018; Smith, 2012).

Holistic Nursing Care:

It is essential to take psychological factors into account while thinking about holistic nursing care. Furthermore, one of the six key components of high-quality healthcare, according to the Institute of Medicine, is patient-centeredness. It has been demonstrated that implementing patient-centered care has a positive effect on patient compliance and can have a big impact on the outcomes. Thus, as this study looks at, it is very important to include emotional care as a trauma nursing competency in the emergency department (Charlton, 2011; Gurvis, 1995).

But according to a prior study, ED nurses' perceptions of providing psychological treatment to patients and their families were lacking. Another obstacle to providing emotional treatment for trauma patients was found to be a lack of sufficient knowledge and skill in psychological care.

This emphasizes how ED nurses must be educated and trained to provide psychological and emotional support to trauma patients and their families (Haley, 2017; Mrayyan, 2023).

2. Recommendations:

There were no time constraints on the selection of relevant resources for idea analysis in this study. Only Korean and English documents more especially, published research were analyzed, though. As a result, the concepts may not have been defined or applied because of the exclusion of works written in other languages and the absence of grey literature.

Since the emergency department (ED) has multiple specialists working as a team to treat trauma patients at the same time, it is necessary to replicate these scenarios so that interprofessional education can help them comprehend and experience interprofessional teamwork and roles within the trauma team. Furthermore, as emotional care for patients and their families has not received enough attention in previous trauma nursing education, it is essential to recognize and advance this value by implementing simulation training.

- Trauma nursing education: This study confirms that trauma nursing includes psychological components, even though current trauma nursing education mostly concentrates on technical aspects. Thus, emotional care education for trauma patients and their families should be a part of future curriculum. Additionally, to encourage professional collaboration, team-based education must be established and educational courses must be frequently implemented. Using the decision-making process and interprofessional collaboration to improve individual and team abilities can yield insightful information and help improve overall competency. These issues ought to be included in the curriculum.

3. Conclusion:

In Conclusion, Without a precise definition, the idea of trauma nursing competency in emergency departments has been applied inconsistently and with little precision. This phenomena hinders the development of trauma nursing competency by contributing to the provision of non-standardized trauma nursing care to patients, which can have inconsistent outcomes. Therefore, as a critical first step before evaluating and training ED nurses, this study determined that a concept analysis of trauma nursing competency in the ED was required.

The expected level of performance that integrates knowledge, skills, talents, and judgment is referred to as competency. Therefore, the concept of trauma nursing competency in the emergency department (ED) can be defined based on the results of this study as the expected level of performance that includes the integration of "rapid initial assessments considering mechanisms of injury," "priority determinations based on degrees of urgency and severity," "clinical knowledge of trauma nursing," "skills of trauma nursing," "interprofessional teamwork," and "emotional care." This study examined and extracted ideas and features that take into account the particulars of the emergency department (ED) while analyzing trauma

nursing competency in the ED as previously established. This provides a thorough comprehension of the idea and successfully explains it.

This study contributes to nursing education by establishing a theoretical framework and fundamental knowledge required for building crucial assessment instruments to assess trauma nursing competency and evidence-based standardised education programmes to promote trauma nursing competency. This is also predicted to provide benefits in clinical practice, such as strengthening the ED nurses' competency and raising satisfaction among patients and families. Treatment results and the standard of trauma nursing care will both be enhanced by this. In light of these results, we recommend carrying out more study to create instructional materials and assessment tools that can improve trauma nursing proficiency in emergency departments.

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