



# Dedicated Trauma Nursing Training: A Key to Lower Mortality and Higher Quality Care in Crises

Mahdieh Motie <sup>1</sup>, Shima Shirozhan <sup>2</sup>, Fateme Metanat <sup>2,\*</sup>

<sup>1</sup> Student Research Committee, University of Social Welfare and Rehabilitation Sciences, Tehran, Iran

<sup>2</sup> Department of Nursing, University of Social Welfare and Rehabilitation Sciences, Tehran, Iran

\*Corresponding Author: Department of Nursing, University of Social Welfare and Rehabilitation Sciences, Tehran, Iran. Email: f.metanat1377@gmail.com

Received: 28 October, 2025; Revised: 1 December, 2025; Accepted: 16 December, 2025

**Keywords:** Trauma Nursing, Emergency Nursing Education, Specialized Nursing Training, Trauma Care Outcomes, Advanced Trauma Life Support (ATLS/ATCN)

Dear Editor,

Globally, trauma remains a major source of mortality and morbidity, placing heavy demands on emergency care systems. With 4.4 million global deaths from trauma each year, it is clear that general emergency nursing skills are not sufficient for trauma care. Emergency nurses manage a wide variety of urgent cases, but trauma nursing is a dedicated specialty. This is due to the critical "golden time", the complexity of injuries affecting multiple body systems simultaneously, and the need for advanced skills such as rapid assessment, specialized teamwork, and emotional support. Therefore, creating specific training programs for trauma nurses is not just an improvement; it is a vital necessity to save lives, prevent permanent disabilities, and improve care quality in this field (1, 2).

Trauma nursing is a specialized field that requires six key skills: Quick assessment, understanding injuries, prioritizing cases, specialized knowledge, teamwork, and emotional care. These advanced skills go beyond regular emergency nursing and require special training through courses like advanced trauma care for nurses (ATCN) and practical experience. Employing specialized trauma nurses leads to better outcomes – higher survival rates, fewer complications, and shorter hospital stay. This demonstrates that creating specific training and career paths for trauma nursing is essential for saving lives and improving healthcare, as it enables better care during critical moments (1).

In Australia and New Zealand, trauma nursing and emergency nursing are regarded as two separate but complementary specialties (3). Training specialized

trauma nurses is essential. Unlike regular nurses who follow orders, they require expert knowledge of injury patterns and advanced interventions. This expertise is gained through international courses like advanced trauma life support (ATLS), which standardize care to improve patient outcomes, reduce disabilities, and lower mortality rates (4).

However, the educational challenges in this field are more profound. To bridge this educational gap, a continuous and forward-looking revision of the emergency nursing curriculum, especially at the master's level, is an unavoidable necessity. Given that this field is still emerging in Iran and considering the rapid pace of scientific advancements in emergency and trauma care globally, such revisions must be carried out with an international perspective. This process of review will not only help identify the strengths and weaknesses of the current educational program but will also pave the way for alignment with international standards, enhancing educational quality, updating course content, and ultimately, boosting the professional capabilities of Iranian nurses (5).

Therefore, completely separating trauma nursing education from general emergency nursing is an undeniable necessity. This separation is not just about different skills, but reflects a fundamental difference in educational philosophy. While emergency nursing training focuses on the breadth and variety of cases, trauma nursing education requires depth and specialization in a highly complex and dynamic field. An independent educational path allows for a deep and focused curriculum, exclusively dedicated to critical

skills like ultra-rapid assessment based on injury mechanism, making decisions under pressure with limited information, and leading a team in a crisis. Consequently, securing dedicated funding for advanced training courses is an essential and justifiable prerequisite to equip nurses with these specialized capabilities. Addressing this issue warrants the careful and focused consideration of nursing education policymakers. Ultimately, this separation is the foundation for creating a distinct profession with its own standards, responsibilities, and career progression, which will attract top talent and continuously improve quality. Investing in this independent educational path is an investment in saving lives and enhancing the entire health system.

### Footnotes

**AI Use Disclosure:** The authors declare that no generative AI tools were used in the creation of this article.

**Authors' Contribution:** Mahdiah Motie contributed to the conception or design of the work, critically revised the manuscript, gave final approval, and agrees to be accountable for all aspects of the work ensuring its integrity and accuracy. Fateme Metanat contributed to the acquisition, analysis, or interpretation of data, drafted the manuscript, gave final approval, and agrees to be accountable for all aspects of the work ensuring its

integrity and accuracy. Shima Shirozhan contributed to the analysis or interpretation of data, critically revised the manuscript, gave final approval, and agrees to be accountable for all aspects of the work ensuring its integrity and accuracy.

**Conflict of Interests Statement:** The authors declare no conflict of interest.

**Funding/Support:** The present study received no funding/support.

### References

1. Baik D, Yi N, Han O, Kim Y. Trauma nursing competency in the emergency department: A concept analysis. *BMJ Open*. 2024;**14**(6). e079259. [PubMed ID: 38904130]. [PubMed Central ID: PMC1121115]. <https://doi.org/10.1136/bmjopen-2023-079259>.
2. Dahbi A, Breboneria BJL, Ali SMA, Mejia PCG, Cordero RP, Rosita A. Effectiveness of Basic Trauma Nursing Management Course (BTNMC) in the level of knowledge among staff nurses. *Int J Afr Nurs Sci*. 2025;**22**. <https://doi.org/10.1016/j.ijans.2025.100839>.
3. Curtis K, Ramsden C, Shaban RZ, Fry M, Lord B. *Emergency and trauma care for nurses and paramedics*. Edinburgh, London: Elsevier Health Sciences; 2023.
4. Haghighat H, Shiri M, Esmaeili Abdar M, Taher Harikandee SS, Tayebi Z. The effect of micro-learning on trauma care knowledge and learning satisfaction in nursing students. *BMC Med Educ*. 2023;**23**(1):622. [PubMed ID: 37658380]. [PubMed Central ID: PMC10474680]. <https://doi.org/10.1186/s12909-023-04609-2>.
5. Motie M, Arsalani N, Fallahi-Khoshknab M. [Comparative Comparison of the Curriculum of the Master's Degree in Emergency Nursing in Iran and Monash University in Australia]. *Res Med Edu*. 2024;**16**(2):52-62. FA. <https://doi.org/10.32592/rmegums.16.2.52>.