

Learning Activity: Integrating Harm Reduction and Trauma-Informed Care into Nursing Practice

Description of Activity:	Students will explore the principles of harm reduction and trauma- and violence informed care (TVIC) through an interactive learning session. They will participate in small-group case study discussions, role-play motivational interviewing techniques, and evaluate community resources for individuals who use substances and/or are experiencing homelessness. The activity reinforces compassionate, person-centered care while addressing stigma and systemic barriers.					
Keywords:	Harm Reduction, Trauma-Informed Care, Violence-Informed Care, Nursing Education, Substance Use Disorder, Homelessness, Stigma, Motivational Interviewing, Social Determinants of Health, Advocacy					
Type of activity	<input checked="" type="checkbox"/> Didactic <input checked="" type="checkbox"/> Simulation <input checked="" type="checkbox"/> Clinical	Recommendation on when introduced in curriculum?	<input type="checkbox"/> Early <input checked="" type="checkbox"/> Mid <input checked="" type="checkbox"/> End	Suggested Course:	<input checked="" type="checkbox"/> Health Promotion /Assessment/ Fundamentals <input type="checkbox"/> Acute care <input type="checkbox"/> Chronic care <input type="checkbox"/> Pharmacology	<input checked="" type="checkbox"/> Population/ Community health <input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Other:
Competency addressed:	<input checked="" type="checkbox"/> 1. Provide respectful, compassionate, person-centered care for people experiencing homelessness (PEH) <input checked="" type="checkbox"/> 2. Evaluate clients for social determinants of health needs, including housing status and related aspects of safety, access to food, social support and other relevant domains <input checked="" type="checkbox"/> 3. Collaborate with client and appropriate Interprofessional community members to optimize health in PEH <input checked="" type="checkbox"/> 4. Advocate for improved health for PEH					
Learning Activity:	<p>1. Brief Introductory Lecture (10–15 mins): Use content from the Fast Facts to introduce harm reduction, TVIC, and the nurse educator's role.</p> <p>2. Case Study Discussion (20 mins): Provide students with a fictional patient who uses substances and is experiencing homelessness. Have students work in small groups to identify barriers, assess SDOH, and propose harm reduction strategies.</p> <p>3. Motivational Interviewing Role-play (15 mins): Students pair up and take turns being the nurse and the patient. Debrief after.</p> <p>4. Resource Mapping (10–15 mins): Students identify local or national harm reduction resources and discuss how to connect patients to them.</p> <p>5. Reflection Prompt: "How can nurses challenge stigma while supporting harm reduction in clinical practice?"</p>					
Time Required:	60–75 minutes					
Preparation of the student:	<ul style="list-style-type: none"> Review Fast Facts prior to activity 					

	<ul style="list-style-type: none">Optional: Watch <i>The Wisdom of Trauma</i> The Wisdom of Trauma - Dr. Gabor Maté or Tonier Cain's "Truly Breaking the Cycle" Truly Breaking The Cycle Tonier Cain
Resources:	<ul style="list-style-type: none">Fast Facts handoutCase study worksheetHarm Reduction Coalition websiteSAMHSA Treatment LocatorReflection journals
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