Enhancing Undergraduate Nursing Students’ Knowledge and Self-Efficacy About Workplace Bullying: A Quasi-experimental Study

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In Canada:
- 30% of nurses reported that they were physically assaulted by a patient.
- 88.72% of nursing students reported experiencing at least 1 act of bullying.

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**Introduction**

Workplace bullying (WB) among nurses is a prevalent problem with detrimental physical, psychological, and organizational consequences. In the world with

**Research Objective**

To evaluate the effectiveness of an online evidence-based educational intervention in enhancing knowledge, self-efficacy, and intent to intervene related to WB among undergraduate nursing students in three Canadian schools of nursing.

**Intervention**

The content of the modules was developed from a review of the literature and guided by critical social theory and cognitive social learning theory.

**Significance**

- Including education on workplace bullying is highly recommended in nursing curricula.
- The Canadian Nurses Association and the Canadian Federation of Nurses Unions strongly support violence-free workplaces.
- There is a scarcity of interventional research aimed at educating nursing students on effective and appropriate responses to WB.

**Module 1**

- What is Workplace Bullying?
- Introducing the topic of WB including definition, description of acts and sources of WB as well as its antecedents and consequences on personal health, patient safety, and healthcare organizations.

**Module 2**

- How to Address Workplace Bullying?
- Providing information about nursing students’ and nurse bullying and responsibilities with regards WB and strategies to manage bullying acts in the workplace.

**Module 3**

- Application of Knowledge.
- Involves five practice scenarios to further facilitate nursing students’ abilities to implement the strategies they learned in the previous modules.

**Preliminary Results**

- Participants were predominantly between 20 and 30 years old (83.3%; n=30).
- Females comprised 77.8% (n=28) and 22.2% (n=8) were male.
- Participants were distributed through the program with 30.6% (n=11) in their 2nd year, 36.1% (n=13) in their 3rd year, & 33.3% (n=12) in their 4th year.

**Methodology**

**Design:** Quasi-experimental, using a 1 group pre-test/post-test.

**Sample:** Second, third and fourth year undergraduate nursing students at 3 Canadian schools of nursing were invited to participate.

**Dependent variables:** Knowledge, Self-efficacy of WB, & Intent to Intervene.

**Independent variable:** Completion of 3 online educational modules.

**Significance:**

- Preliminary results indicate that completion of the online educational modules had a significant influence in enhancing nursing students’ knowledge, self-efficacy, and intent to intervene in future events of WB.
- Results highlight the importance of including evidence-based educational modules in nursing curricula to educate nursing students about WB.

**Intervention**

The content of the modules was developed from a review of the literature and guided by critical social theory and cognitive social learning theory.

**Module 1**

- **What is Workplace Bullying?**
  - Introducing the topic of WB including definition, description of acts and sources of WB as well as its antecedents and consequences on personal health, patient safety, and healthcare organizations.

**Module 2**

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**Module 3**

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**Knowledge Paired t-test results at CI=95%**

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Post-test</th>
<th>Mean</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.971</td>
<td>4.932</td>
<td>2.223</td>
<td>5.181</td>
<td>0.000*</td>
</tr>
</tbody>
</table>

* Significant results with P<0.05

**Discussion and Conclusion**

- Preliminary results indicate that completion of the online educational modules had a significant influence in enhancing nursing students’ knowledge, self-efficacy, and intent to intervene in future events of WB.
- Results highlight the importance of including evidence-based educational modules in nursing curricula to educate nursing students about WB.

**References**


**Acknowledgments**

- Western and North-Western Region Canadian Association of Schools of Nursing (WNRCASN) Graduate Student Research Award.
- College of Nursing Endowment Fund Graduate Student Research Grant.
- College of Nursing Endowment Fund Graduate Student Travel Award.

**SERDB Pre/post-test mean scores and paired t-test results at CI=95%**

<table>
<thead>
<tr>
<th>Instrument Items</th>
<th>Pre-test Mean</th>
<th>Post-test Mean</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence in ability to respond effectively</td>
<td>4.49</td>
<td>7.36</td>
<td>7.44</td>
<td>0.000*</td>
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<tr>
<td>Previous engagement in effective responses</td>
<td>3.62</td>
<td>4.52</td>
<td>1.729</td>
<td>0.08</td>
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<tr>
<td>Responding effectively is important</td>
<td>8.31</td>
<td>9.16</td>
<td>2.645</td>
<td>0.012*</td>
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<tr>
<td>I know how to respond effectively</td>
<td>4.43</td>
<td>7.5</td>
<td>6.619</td>
<td>0.000*</td>
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<tr>
<td>Responding effectively will end the behavior</td>
<td>6.96</td>
<td>2.167</td>
<td>7.309</td>
<td>0.000*</td>
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<tr>
<td>Overall self-efficacy in stressful situational context</td>
<td>6.96</td>
<td>6.469</td>
<td>6.469</td>
<td>0.000*</td>
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<tr>
<td>Overall self-efficacy in normal situational context</td>
<td>5.37</td>
<td>7.77</td>
<td>5.147</td>
<td>0.000*</td>
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<tr>
<td>I believe in my ability to respond effectively</td>
<td>4.53</td>
<td>7.43</td>
<td>6.609</td>
<td>0.000*</td>
</tr>
<tr>
<td>Responding effectively is a valuable skill</td>
<td>8.54</td>
<td>9.06</td>
<td>2.295</td>
<td>0.095</td>
</tr>
<tr>
<td>I care about being able to respond effectively</td>
<td>8.54</td>
<td>9.06</td>
<td>2.295</td>
<td>0.095</td>
</tr>
</tbody>
</table>

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