



Improving Self-Confidence of Nursing Students Through Implementation of a Workplace Violence Virtual Simulation

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BACKGROUND

- Nurses are victims of Workplace Violence (WPV) at 5-12 times higher rate than any other profession
- 1 in 4 nurses are assaulted at work
- >86% of nurses have experienced WPV
- 67% of all non-fatal WPV injuries occur in healthcare
- 34 states have penalties for assaulting nurses
- Nursing students/inexperienced nurses are at increased risk of encountering WPV
- Minimal to no training in curriculum about WPV against nurses
- Inexperience makes more vulnerable

PURPOSE

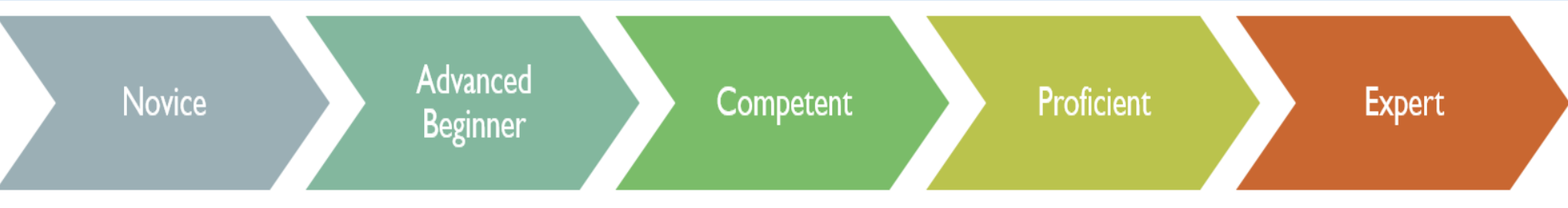
The purpose of this project was to determine if the implementation of an educational module and virtual simulation on the topic of violence against nurses for senior level Associate in Science in Nursing (ASN) students will increase their self-confidence in managing common violent situations they may encounter in the workplace as licensed nurses.

Project Questions:

- Q1:** Will there be a statistically significant difference in self-confidence in nursing students who have completed the Workplace Violence (WPV) virtual simulation as measured by the pre-and post- Confidence in Coping With Patient Aggression (CCWPA) instrument?
- Q2:** Will nursing students that participated in the WPV virtual simulation report self confidence in skill performance as measured by the post Satisfaction and Self-confidence in Learning Scale (SCLS)?
- Q3:** Will nursing students with knowledge in dealing with patient aggression have higher confidence in coping with patient aggression as measured by the post- Knowledge Assessment Questionnaire (KAQ) and CCWPA instrument?
- Q4:** Are male nursing students who participated in the WPV virtual simulation more likely to have self-confidence in coping with patient aggression than female nursing students as measured by the CCWPA instrument?
- Q5:** Is there a relationship between self-confidence in learning and self-confidence in managing patient aggression as determined by the subscale of SCLS and CCWPA instrument?

THEORETICAL FRAMEWORK

Patricia Benner’s Novice to Expert middle range nursing theory is a situational model where the nurse advances through stages of proficiency. (Benner, 1984). As the nurse gains confidence through experience, fewer prompts are needed for delivery of care and a higher level of performance is obtained. Each level builds upon the next as the student moves through the stages obtaining knowledge, learning skills, developing perceptions and intuition, and experiencing a situation.



IRB approval obtained as exempt
Student participation in modules, simulation, debriefing mandatory
Student participation in surveys voluntary

SAMPLE/DESIGN/TOOLS

SAMPLE:

- Convenience sample
- Undergraduate senior ASN students (n=60)
- Enrolled in adult med-surg course
- Males and females
- Incorporated into course module titled “Victims of Violence”
- Virtual simulation utilizing Laerdal/NLN vSim® software

DESIGN:

Phase I:

- Students invited to participate face-to-face and via LMS
- Voluntary consented completion of pre intervention surveys
- Viewing CDC “Workplace Violence Prevention for Nurses” module as course requirement

Phase II:

- Participation of NLN approved virtual simulation scenario as course requirement (Scenario: Sharon Cole- Bipolar Disorder)
- Voluntary consented completion of post intervention surveys

Post implementation:

- Virtual debriefing utilizing PEARLS debriefing script On-line/virtual
- Secured and confidential: consent; debriefing; anonymous surveys via Qualtrics

TOOLS:

Demographic Survey	Knowledge Assessment Survey	Student Satisfaction and Self-Confidence in Learning Scale (SCLS)	Confidence in Coping With Patient Aggression (CCWPA) Scale
<ul style="list-style-type: none">6 itemGenderAgePrevious experience of WPVNursing area of interestSelf-madeAdminister pre intervention	<ul style="list-style-type: none">12 item multiple choiceSelf-madeAdminister pre & post intervention	<ul style="list-style-type: none">13 item 5-point LikertCronbach alpha =0.83 to 0.87Administer post intervention	<ul style="list-style-type: none">10 item 11 point LikertCronbach alpha =.92Administer pre & post intervention

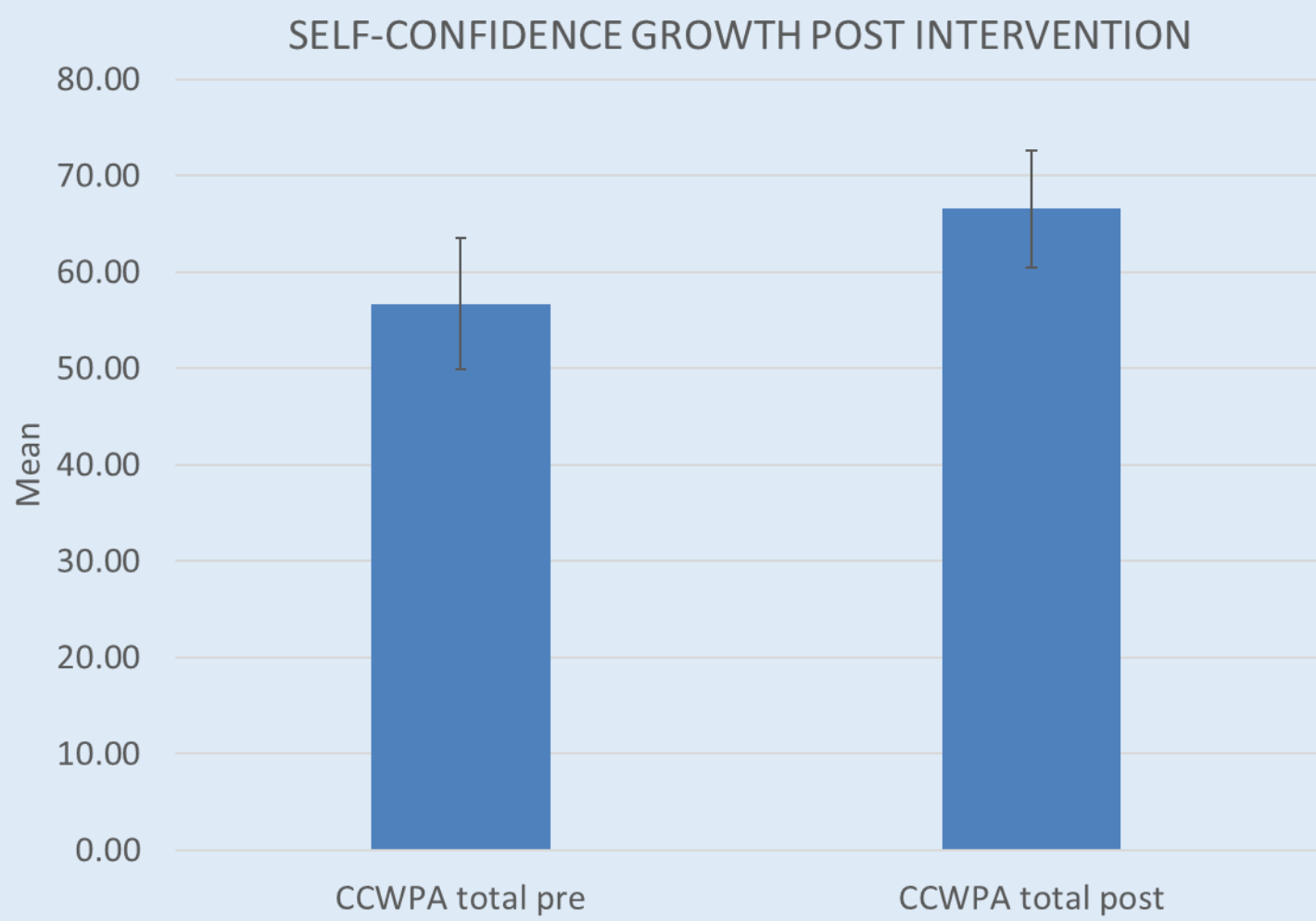
EVALUATION:

- Evaluation of project outcomes is based on the scoring from pre- and post- surveys
- Data was collected in Qualtrics and analyzed in SPSS
- Data was cleaned and analyzed using descriptive and inferential statistical analysis

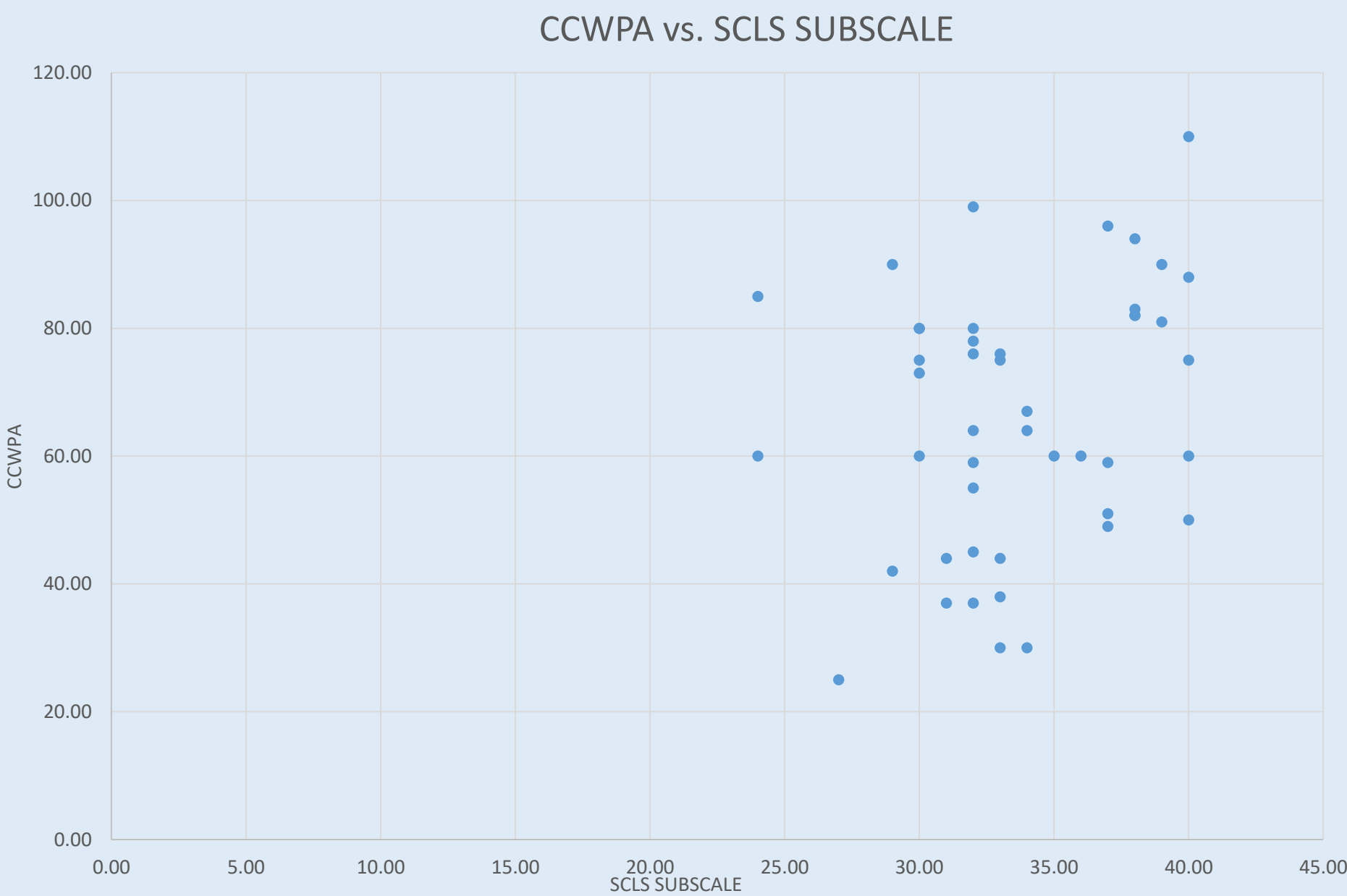


RESULTS

- R1:** A significant increase in self-confidence in coping with patient aggression was demonstrated from pre-intervention ($M = 56.7, SD = 23.6$) to post-intervention ($M = 66.5, SD = 21.0$) $t(47) = 2.02, p < .05$



- R2:** The SCLS total subscale mean indicated students were self-confident in skill performance related to the management of WPV ($M = 33.7, SD = 4.1$)
- R3:** There was no significant relationship between knowledge in dealing with aggressive patients and confidence in coping with patient aggression post intervention ($r = -.13, p = .39$)
- R4:** Male nursing students reported significantly less ability to deal with patient aggression post intervention ($M = 48, SD = -21.9$) than female students ($M = 69, SD = 20.3$) $t(47) = 2.21, p = .032$.
- R5:** There was no indication of a significant relationship between self-confidence in learning and self-confidence in managing patient aggression post intervention, ($r = .264, p = .07$)



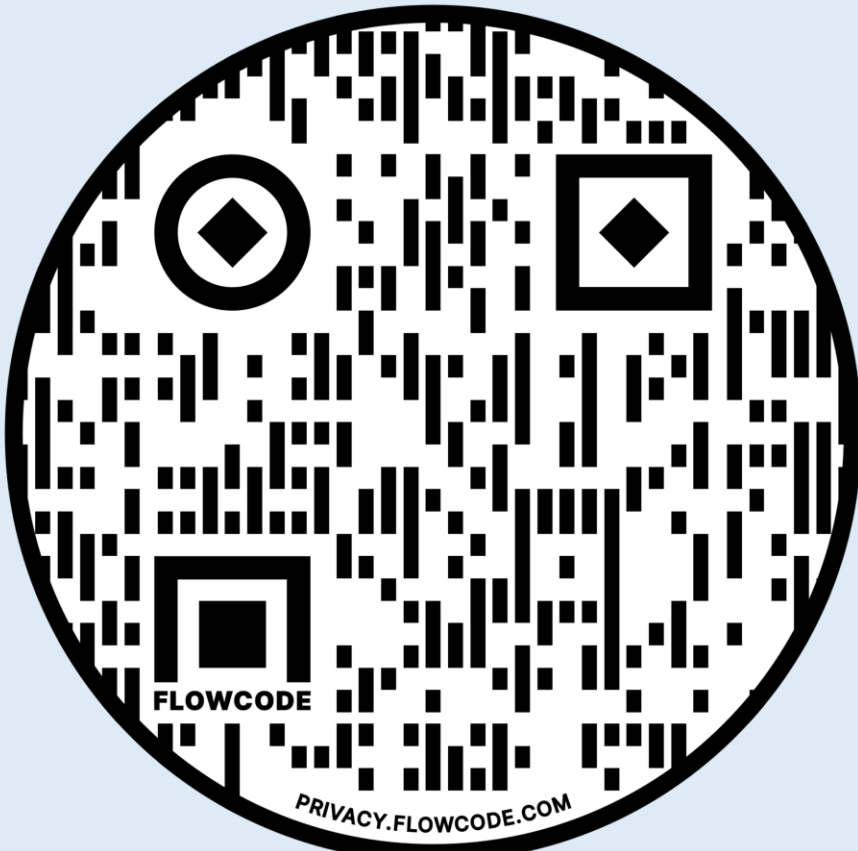
CONCLUSIONS

- Overall improvement in self-confidence in managing violent patient situations
- Educational module and virtual simulation training for nursing students as a method to improve their self-confidence was supported
- Virtual simulation based educational intervention to increase nursing students’ self-confidence was supported
- Topic should be an integral part of nursing curriculum to prepare student nurses to create a safe environment for optimal outcomes

LIMITATIONS

- Time constraints
- Limited faculty access
- Global pandemic of COVID-19
- Virtual simulations related to violence against nurses
- Technology challenges

REFERENCES



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