**BACKGROUND**

- Intimate partner violence (IPV) is a significant public health issue.
- Victims of IPV have an increased risk of experiencing both physical and mental health problems.
- Numerous organizations including the American Nurses Association (2000) and The Joint Commission recommended routine screening in a variety of health care settings for IPV.
- Barriers include the lack of formal education and training, a lack of time and privacy, misconceptions and attitudes about women who experience abuse.
- Undergraduate and graduate curriculum may include content on family or intimate partner violence, however, student nurses have few opportunities to practice and refine the skills.

**PURPOSE**

The purpose of this study is to pilot the use of educational modules to increase undergraduate nursing students’ knowledge, awareness, and skills related to assessment and intervention of intimate partner violence.

**METHODS**

**Sample and Setting:**
- 9 females enrolled in a UG nursing school
- Ages 19-21 (M=20.3)
- Number of nursing courses enrolled/completed: 1-9 (M=3.8)
- Previous training/education on IPV: none to attend lecture
- Estimate number of hours of IPV training: 0-5 hours

**Procedure:**
- Volunteers were recruited through IRB approved flyers.
- Students who were currently enrolled in the UG nursing program.
- Informed consent was obtained and participants then completed a pre-test.
- The pilot consisted of an hour long educational module: (1) participants watched a recorded simulation exemplar (2) educational PPT (3) practiced newly acquired skills.
- All participants completed a post-test and evaluation questionnaire.

**Instruments:**
- Pre and post test instruments:
  - Provider readiness to manage intimate partner violence*
  - Evaluations of the participants’ satisfaction with the educational module
  - Satisfaction with simulation experience (SSE) scale**
  - Open ended questions

  *Intimate partner violence tool for health care students (Connor, Nemer, Mackey, Tipton & Lord, 2011; Short et al., 2006)

  **Satisfaction with Simulation Experience Scale (Levet-Jones, McCoy, Lapkin, Noble, Hoffman, Roche, Arthur, & Dempsey, 2011).

**RESULTS:**

**RESULTS: Preparation/Knowledge**

<table>
<thead>
<tr>
<th>Question: How prepared do you feel to perform IPV assessment and referral? (1= not prepared; 7 = very well prepared)</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7, 0.7</td>
<td>4.8, 0.5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question: How much do you feel you know about IPV assessment and referral? (1 = nothing; 7 = very much)</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3, 0.8</td>
<td>5.7, 0.8</td>
<td></td>
</tr>
</tbody>
</table>

**Satisfaction with the learning module**

<table>
<thead>
<tr>
<th>Question: Do you feel the module increased your knowledge and comfort in assessing patients for IPV compared to pre-test?</th>
<th>Strongly agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**RESULTS: ED Module Satisfaction**

**Question: How to be a better nurse by incorporating this into my practice.”**

**NEXT STEPS**

- Modifications to research protocol
- Redesign scenarios and debriefing based on feedback
- Record new scenarios using media services
- Revise/submit IRB
- Longitudinal data collection
- Begin recruitment
- Initiate re-designed study

**RESOURCES ON IPV:**

- [http://www.futureswithoutviolence.org/](http://www.futureswithoutviolence.org/)

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**DISCUSSION**

- The UG nursing students in this pilot reported minimal training and education about IPV in their nursing school education.
- Scores on preparation and knowledge increased following the completion of the educational module.
- At pre-test participants reported lower levels of comfort in assessing patients for IPV compared to post-test.
- Overall, participants reported high levels of satisfaction with the educational module.
- Participants provided helpful suggestions that will be incorporated into the revised module.
- Although some of the participants had previous classroom and clinical exposure working with patients experiencing IPV, all of the participants felt the module increased their knowledge and skills.