Title:
Improving Nursing Students Knowledge and Skills in Caring for Patients Experiencing IPV

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Session Title:
Rising Stars of Nursing Invited Posters - Group 2

Slot (superslotted):
RSG STR 2: Friday, September 26, 2014: 10:00 AM-10:30 AM
Slot (superslotted):
RSG STR 2: Friday, September 26, 2014: 11:45 AM-1:00 PM
Slot (superslotted):
RSG STR 2: Friday, September 26, 2014: 3:00 PM-3:30 PM

Keywords:
Increased awareness, Intimate Partner Violence and Simulation education

References:
Intimate partner violence tool for health care students (Connor, Nouer, Mackey, Tipton & Lloyd, 2011; Short et al., 2006) Satisfaction with Simulation Experience Scale (Levett-Jones, McCoy, Lapkin, Noble, Hoffman, Roche, Arthur, & Dempsey; 2011).

Learning Activity:

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
<th>TIME ALLOTTED</th>
<th>FACULTY/SP EAKER</th>
<th>TEACHING/LEARNING METHOD</th>
<th>EVALUATION/FEEDBACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
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<tr>
<td>Critique selected definition of the term, &quot;curriculum&quot;</td>
<td>Definition of &quot;curriculum&quot;</td>
<td>20 minutes</td>
<td>Name, Credentials</td>
<td>Lecture PowerPoint presentation</td>
<td>Group discussion: What does cultural training mean to you?</td>
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<td></td>
<td>Course of study Arrangements of instructional materials</td>
<td></td>
<td></td>
<td>Participant feedback</td>
<td></td>
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</table>
that is taught
Cultural "training"
Planned engagement of learners

<table>
<thead>
<tr>
<th>To evaluate the effectiveness of a simulation experience with undergraduate nursing students increasing their knowledge, awareness and skills in the assessment and intervention for patients experiencing IPV</th>
<th>Intimate partner violence (IPV) is a significant public health issue</th>
<th>15 minutes</th>
<th>Marina Iturralde</th>
<th>Lecture</th>
<th>Group discussion: Do UG nursing programs do enough to prepare their students to address IPV in the clinical settings?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To assess the usability of the simulation experiences as a mode of education</td>
<td>Victims of IPV are at increased risk for both physical and mental</td>
<td>15 minutes</td>
<td>Student nurse, research assistant, and STTI member</td>
<td>Poster</td>
<td>Are nursing students confident in their skills to screen and counsel for IPV?</td>
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Intimate partner violence (IPV) is a significant public health issue associated with numerous negative health outcomes. Numerous organizations including the American Nurses Association and The Joint Commission recommended routine screening in a variety of health care settings for IPV. Nurses are uniquely poised to screen and intervene with victims of IPV. The nurse-patient relationship and ongoing interactions during a health care encounter provides opportunities for nurses to ask questions about personal safety and experiences with violence. However, there are a number of barriers that prevent nurses from screening and/or intervening with victims. Education of nurses on the topic of IPV should begin in nursing school. 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. The purpose of this project is to test the use of simulation experiences to increase undergraduate nursing students’ knowledge, awareness and skills related to assessment and intervention of intimate partner violence. The long-term goal is to have well developed, tested simulation scenarios that can be integrated into the education curriculum at both the undergraduate and graduate level.

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 nurses of lack 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.

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.