

# Outcomes of a Bystander Intervention Service Learning Project in a Pre-Licensure Nursing Program

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# Objectives and Disclosures

- The learner will be able to discuss how bystander intervention can be used to improve community safety.
- The learner will be able to describe how bystander intervention training can help promote professional knowledge, skills, and attitudes development in pre-licensure nursing students.
- Presenters Desiree Hensel and Kim Decker from Indiana University School of Nursing have no conflicts of interest or funding sources to disclose.



# Background

## **Bystander Effect**

- A well-known social phenomena where ambiguity and diffusion of responsibility result in the failure of individuals to assist others in need

## **Bystander Intervention**

- 1) Notice the event
- 2) Interpret the event as a problem
- 3) Assume personal responsibility
- 4) Know the skills to help
- 5) Help

(Latane and Darley, 1970)



# Bystander Intervention Programs

- Most bystander intervention trainings focus on sexual assault prevention.
- Some campuses exploring ways to expand bystander intervention training as a means to improve safety and well-being.

(Coker et al., 2011; Gidycz, Orchowski, & Berkowitz, 2011; Reid, Irwin, & Dye, 2013, McMahon & Banyard, 2012)



# Culture of Care

- Student-led, staff-supported initiative
- Uses concept of bystander intervention
- Four focus areas:
  - Sexual well-being
  - Drug and alcohol awareness
  - Mental health
  - Respect



# Creating the Project

- All BSN students enrolled in a required entry level, *Healthy Populations* clinical course participated in a 4-hour training.
- Service learning with a minimum of 6 hours of activities of student's choice dedicated to Culture of Care focus areas.
- Recorded hours in clinical logs and reflected on their experience through group discussion and in a journal.



# Sample Training Activity

You're at a party. For the past hour you've noticed your friend, Joe talking to one of your friends, Lucy. They seem to be having a good time but it is clear that they've both been drinking a lot. A few minutes later you see Joe put an arm around Lucy and start to walk Lucy upstairs. What do you do?



# Research Questions

- How did the nursing students contribute to improving the campus's well-being?
- How did participation in the bystander intervention service learning project help promote students' professional development?





# Design

IRB approval to analyze 2 years of data

- 118/120 students consented

Case study design

- Dedoose Version 5.0.11 software
- Quantitative data from time logs
- Qualitative data from journals



# Improving Campus Well-Being

Main Categories of Activities	Hours
Sober Monitor/Designated Driver	323.75
Alternative to Drinking Activities	253.25
Attending Lectures	74.9
Culture of Care Related Meetings	176.5
Increasing Awareness	59.75
Small Groups	78.4
Total Hours	966.55

**44/118 students intervened in an ambiguous situation**



# Student Learning Themes

## Leadership (BSN Essential II)

- Coordinating
- Safety
- Caring environments
- Systems change

## Professional Growth (BSN Essential VIII)

- Activism
- Nursing values

## Health Promotion (BSN Essential VII)

- Teaching
- Prevention & harm reduction knowledge

(AACN, 2008)



# Knowledge, Skills, Attitudes



# Building Leaders & Health Promoters

“I enjoyed spreading the message of bystander intervention, caring for those around you, and watching out for one another. I found this to be a very rewarding use of clinical hours and it opened my eyes to some of the issues on this campus and the overall culture of individual responsibility and how that needs to change and we need to work to be accountable for one another.”



# Cultivating Professional Values

“These Culture of Care hours have made me realize why I want to be a nurse. I want to help those close to these individuals understand their circumstances so that they may help them to lead fuller happier lives. I want to be that advocate.”



# Curricular Need: Community Focus

- More clinical education needed in community settings (Benner et al, 2010)
  - Clinical education for beginning students has often been narrowly defined
  - Community is often a senior level course
- Project was in students' zone of proximal development (Vygotsky, 1978)
  - Functioned to the full extent of their education in the provided framework



# Curricular Need: Building Leaders

- Nurses are leaders who have a moral responsibility to promote the health and safety of all people (ANA, 2014).
- Traditional methods in pre-licensure education have not always developed strong leaders (Hensel & Laux, 2014; Hensel, Middleton, & Engs, 2014).
- Very early in the curriculum, this service learning project gave novice nurses an opportunity grow as leaders.





# Directions for Future Research

- Does learning to act when things are not right in a community setting transfer to an acute care setting?
- Does training in bystander intervention improve tolerance for ambiguity?
- Are student nurse led programs more effective than staff/faculty led programs?
- Are leadership skills retained?
- Does early exposure to community health increase interest in that specialty?



# Questions?

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