

**Title:**

Equipping Students and Nurses to Recognize and Respond to Lateral and Horizontal Violence

**Patty Peebles, BSN**

School of Nursing, Goshen College, Goshen, IN, USA

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**Session Title:**

Poster Presentations

**Slot (superslotted):**

PST: Saturday, 18 March 2017: 7:30 AM-8:00 AM

**Slot (superslotted):**

PST: Saturday, 18 March 2017: 9:45 AM-10:15 AM

**Slot (superslotted):**

PST: Saturday, 18 March 2017: 1:30 PM-2:00 PM

**Slot (superslotted):**

PST: Saturday, 18 March 2017: 3:45 PM-4:15 PM

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**Keywords:**

Anti-Bullying, Improving Communication and Workshop Format

**References:**

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**Abstract Summary:**

This proposed workshop will demonstrate a way to provide training, reflection, and responses to the problem of bullying in nursing. Providing a setting of compassionate listening, participants will explore listening and communication skills, assertiveness, and strategies to address bullying in nursing.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
Define lateral and horizontal violence	The prevalence and intractability of bullying, both lateral and vertical, have proven to be a challenge not easily addressed in either healthcare, or the world at large. As with any complex problem, solutions must address both the broad underlying institutional and societal issues and local, interpersonal interactions. Johnson (2011) adapts Bronfenbrenner’s ecological model to the issue of lateral and horizontal violence. This adaptation considers the microsystem: relationships between individuals; the mesosystem: the confluence of different groups of individuals; the ecosystem: broader systems like institutions; and the macrosystem: societal forces, cultural practices and worldviews. (p. 56) This ecological framework has been utilized by many disciplines to represent the interconnectedness of complex problems and to provide a structure by which to analyze causes and formulate solutions. Attempts to address bullying on only one level are likely to be unsuccessful precisely because so many factors align to create and perpetuate the problem. A workshop that addresses bullying

	<p>is easily seen as a drop in the proverbial bucket. However, as one solution that is part of a bigger effort towards changing the culture of nursing education wherever it is misaligned, this workshop can be a resource that becomes spliced into the profession of nursing, bearing fruit over time, as more faculty and administrators use such tools. The anti-bullying workshop proposed will use this ecological framework to help students recognize and locate the problem within this broader understanding. This will give students a context in which to see a bigger picture, one that may give capacity to respond to bullying constructively. Johnson, S. L. (2011). An Ecological Model of Workplace Bullying: A Guide for Intervention and Research. <i>Nursing Forum</i>, 46(2), 55-63. doi:10.1111/j.1744-6198.2011.00213.x</p>
<p>Demonstrate constructive responses to bullying from the perspective of bully, victim and bystander</p>	<p>utilizing didactic teaching, case studies, narrative pedagogy, guided reflection, role playing, case studies, and journaling this day long workshop will be a step in teaching nursing students how to recognize, respond to, and recover from bullying that they either experience themselves or witness happening to another. The workshop is intended as a community building exercise that will enable nursing students to be shaped by constructive, compassionate environments such that they have a baseline of civil interactions to measure others by. This means to address the problem that students and new nurses report not recognizing bullying because they assumed it was acceptable, normal behavior. Finally, the workshop will address communication skills needed to navigate bullying when it happens, as well as institutional expectations which dictate broader responses to bullying.</p>

**Abstract Text:**

This poster presents a workshop for student nurses with two main emphases. The first is to create a space where compassionate presence, respectful listening, and thoughtful dialogue are demonstrated and practiced, setting a template from which to evaluate future communication and behavior. (Burke & Williams, 2011; Cangelosi, 2008; Chinn & Falk-Rafael, 2015) The second emphasis is to define, explore, and learn responses to lateral and vertical violence, both in the academic and clinical setting. (Ceravolo,

Schwartz, Foltz-Ramos, & Castner, 2012; Egues & Leinung, 2014) A growing body of evidence shows that bullying is an issue that affects both individuals' well-being, patient safety, and the health of institutions, and that the problem is evident in nursing education as well as healthcare settings. (Seibel, 2014; Spence Laschinger & Nosko, 2015; Park, Cho, & Hong, 2015) This prevalence inspires the understanding that comprehensive action is important, but that there is no one sweeping solution. This workshop addresses one aspect of the problem in attempting to equip nursing students with an understanding of the problem, opportunities for self-reflection and group learning, and hands-on exercises that allow for experimentation with viable responses to bullying in nursing education. (Lachman, 2014; Ironside, 2015; Hutchinson & Jackson, 2015; Gillespie, Brown, Grubb, Shay, & Montoya, 2015; Egues & Leinung, 2014 Bulman, Lathlean, & Gobbi, 2014) Because bullying can take such a personal and professional toll on any individuals, in settings from primary schools to corporations, the concern for changing this behavior is real. With the added consideration of caring for caregivers, priorities for excellence in education and healthcare, and a fundamental appeal in the profession of nursing to the dignity of all persons, addressing the problem in nursing is urgent. This workshop is intended to provide a space where students can be oriented to expectations of compassion and excellence in dealing with one another, not only with patients. Because evidence shows that bullying occurs in nursing education, and also that sometimes students can't identify bullying behaviors or viable solutions, this can be one step in changing a problem that is pervasive in nursing.