

Title:

A Workplace Violence Nursing Simulation: The Development of the Intervention for Pre-Licensure Nursing Students

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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

Keywords:

Nursing, Simulation and Violence

References:

Brown, A. M. (2015). Simulation in Undergraduate Mental Health Nursing Education: A Literature Review. *Clinical Simulation in Nursing*, 11(10), 445-449 5p. doi:10.1016/j.ecns.2015.08.003

Doolen, J., Giddings, M., Johnson, M., de Nathan, G.G., & Badia, L.O. (2014). An Evaluation of Mental Health Simulation with Standardized Patients. *International Journal of Nursing Education Scholarship*, 11(1), 1-8 8p. Doi:10.1515/ijnes-2013-0075

Goh, Y., Selvarajan, S., Chng, M., Tan, C., & Yobas, P. (2016). Using standardized patients in enhancing undergraduate students' learning experience in mental health nursing. *Nurse Education Today*, 45167-172. doi:10.1016/j.nedt.2016.08.005

Abstract Summary:

Workplace violence affects nurses and nursing students. A workplace violence nursing simulation with a standardized patient was created to simulate an encounter between an agitated patient and the nursing students. The evidence-based interventions learned and employed can prevent and manage incidents of workplace violence in clinical settings.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to know evidence-based interventions to prevent and manage workplace violence incidents.	A list of evidence-based interventions include: verbal de-escalation skills, limit setting, therapeutic communication skills, relaxation techniques.
The learner will be able to enhance his/her knowledge about workplace violence	Explore how nurses are affected by workplace violence. Trends about workplace violence.

	Nurses' views and perceptions about workplace violence.
The learner will be able to know about conducting a nursing simulation with a standardized patient	The effectiveness and usefulness of employing a standardized patient for hands-on scenarios will be described. Strategies to effectively conduct nursing simulations will be presented.
The learner will be able to understand the debriefing process employed in a nursing simulation	The debriefing process included the use of audio and visual media equipment in a classroom setting. Debriefing was conducted by the standardized patient and the facilitator. Usefulness of the debriefing process will be described.

Abstract Text:

Abstract

Background: Workplace violence is an undesired phenomenon affecting nurses and nursing students. Nursing simulations allow nursing students to learn and practice skills in an innovative controlled setting. A simulated scenario using a standardized patient (SP) behaving as an agitated psychiatric patient was developed for second semester undergraduate nursing students enrolled in a psychiatric nursing course. Providing appropriate training to nursing students to manage incidents of workplace violence is imperative for their safety in psychiatric nursing clinical rotations. A mental health nursing simulation focusing on workplace violence employing a SP can provide the nursing students the opportunity to build knowledge and skills to be applied in their psychiatric clinical settings.

Theoretical Framework: The theoretical framework that guided this instructional strategy was composed of social learning theory and experiential theory.

Objectives: The workplace violence nursing simulation (WVNS) was developed for nursing students. The WVNS aims include to enhance the students' confidence managing agitated patients, augment their knowledge about evidence-based interventions for de-escalating patients, promote their ability to assess signs of aggression displayed the SP, employ evidence-based interventions to manage an agitated patient, and evaluate the usefulness of the nursing simulation scenario with the SP

Design: Quasi-experimental and evaluative design with pre and post test surveys

Setting: The WVNS was conducted in the nursing department's premises of a public university in San Francisco, California. The university's simulation laboratory and classrooms were employed.

Instructional Strategies: Face-to-face discussions, online presentation, one encounter with the SP, recording of the encounters, debriefing by the SP and the project leader.

Results: Quantitative data will be statistically analyzed to assess the WVNS aims. Themes will be identified from the qualitative data obtained.

Conclusions: The WVNS created an experiential learning environment and may enhance the nursing students' confidence and knowledge prior to their psychiatric nursing clinical rotation. The evidence-based interventions learned may help manage and prevent incidents of workplace violence in clinical settings.

