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:


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:

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