Examining the Use of Story-Telling Versus Simulation Board Game with Baccalaureate Community Health Nursing Students Toward Improving Intimate Partner Violence (IPV) Education: A Pilot Study

Susan Hall, EdD, RNC-OB
Assistant Professor/Division of Nursing
Mentor: Melissa Schwartz Beck, PhD, RNC-OB
## Background of the Problem

<table>
<thead>
<tr>
<th>Underlying issue</th>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 10 million intimate partner violence (IPV) incidents occur annually in the United States (WHO, 2013). 1 in 5 women (22.3%) and 1 in 7 men (14.0%) experience physical violence or stalking (CDC, 2015).</td>
<td></td>
</tr>
<tr>
<td>According to World Health Organization [WHO], 2013, 38% of all female murders are committed by an intimate partner, thus the challenge maybe failing to recognize IPV victims because symptoms are subtle or absent (Ladewig et al., 2009; Schwartz, 2008).</td>
<td></td>
</tr>
<tr>
<td>Nurse have erroneous beliefs, lack of knowledge, and miss important patient cues relating to IPV(Tufts, et.al 2009).</td>
<td></td>
</tr>
<tr>
<td><strong>There are lack of studies in education done on IPV assessing teaching-learning strategies/ educational interventions, for nurses at the forefront addressing this widespread public health concern.</strong></td>
<td></td>
</tr>
</tbody>
</table>

Significance of the Problem

- Nursing students lack education recognizing risk factors and symptoms of IPV.
- Little research addressing best methodology to teach IPV content.
- Literature supports IPV is a world-wide concern and demands support of health professions.
Pilot Study Aims

**Aims**

**Aim 1**
Is there a difference between storytelling and simulation board games with regard to learning outcomes in undergraduate nursing students?

**Aim 2**
To refine one teaching methodology that promotes IPV education in undergraduate nursing students.
Methodology

Design

Methodology
Methodology

Design

Setting

Methodology
Methodology

- Design
- Setting
- Sample
Methodology

- Design
- Sample
- Setting
- Treatment
Treatment Instructio nal Strategy

Block 1
Story-telling Format

Block 2
Simulated-board Game
Storytelling
Objectives

• Describe the 4 stages of an abusive relationship

• Recognize 3 characteristics of a battered woman and potential batterer

• List 3 things a nurse should know when caring for a victim of IPV
Bingo

Use of simulation board game to challenge students to tap into their cognitive reservoir for knowledge and thus promote active learning, encourage critical thinking and make learning more exciting.
IPV BINGO

• Give every student a IPV Bingo Card
• Call out the phrase and say a few words
• The students will identify the phrase called out by PI, on their IPV Bingo Card and cover the space with a colorful chip
• If the student has all the phrases covered diagonally, across a row or vertically in a column, they should call out IPV BINGO.
• If a student claims they have IPV BINGO and they are incorrect, they are disqualified from that round.
• The length of time 30 minutes
Methodology

- Design
- Sample
- Setting
- Treatment
- Instrument
<table>
<thead>
<tr>
<th>B</th>
<th>I</th>
<th>P</th>
<th>V</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client Speak in his/her own pace</td>
<td>Patient denies Abuse</td>
<td>Shown Concern and Compassion</td>
<td>Safety Plan</td>
<td>Screening Tools</td>
</tr>
<tr>
<td>When to Expect an Abuse</td>
<td>Explore own Attitudes</td>
<td>Provide a Safe Environment</td>
<td>Open and Honest</td>
<td>Psychological Abuse</td>
</tr>
<tr>
<td>Emotional Abuse</td>
<td>Physical Abuse</td>
<td><strong>FREE SPACE!</strong></td>
<td>Seeing the Big Picture</td>
<td>Reporting an Abuse</td>
</tr>
<tr>
<td>Sexual Abuse</td>
<td>Phase 1 Violence Cycle</td>
<td>Ask 4 “W” Questions</td>
<td>Financial Abuse</td>
<td>Phase 2 Violence Cycle</td>
</tr>
<tr>
<td>Negative Body Language</td>
<td>Phase 3 Violence Cycle</td>
<td>Private Setting</td>
<td>Documentation</td>
<td>Verbal Abuse</td>
</tr>
</tbody>
</table>
Instrument

Instructional Strategy
Story-telling Format
Simulated Board Game

Demography Survey questionnaire
Pre-test
Post-test 1
In three weeks after treatment
Post test 2
Post survey questionnaire
Methodology

- Design
- Sample
- Setting
- Treatment
- Instrument
- Data Analysis
Findings

• Results suggest both groups of students agreed or strongly agreed each method brought awareness and desire to help victims of IPV.

• All students agreed the simulation board game met content objectives, but not all agreed this method changed their opinion or provided further insight on IPV.

• Pre-test/post-test questions showed improvement of scores for participants using the simulation board game over students who heard the story.
Discussion

• A small sample size, participant demographics, and previous IPV knowledge more research is needed to evaluation the effectiveness of storytelling and simulation board games for teaching IPV.

• Results of this study suggest stories are a powerful source of persuasion; however, simulation board games may improve IPV knowledge acquisition and retention.

• A repeat of this study will be conducted in the spring of 2018 to offset for Block two students having additional IPV instruction.
References


