

## Nursing Education Research Conference 2018 (NERC18)

### Examining Knowledge and Retention Using Storytelling versus Board Game Toward Improving Intimate Partner Violence Education

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**BACKGROUND:** Over 10 million incidents of Intimate Partner Violence (IPV) occurs annually in the United States (CDC, 2015). The World Health Organization [WHO], (2013), reports 38% of all female murders are committed by an intimate partner. **PURPOSE:** The purpose of this quasi-experimental pretest/posttest design is to evaluate the use of storytelling compared to simulation board game as an instructional strategy to enhance or improve IPV education in undergraduate baccalaureate nursing students. Unfortunately, identifying IPV victims is a challenge for students to recognize because warning signs are often subtle or absent (Bradbury-Jones, Appleton & Watts, 2016; Tuffs, Clements & Karlowics, 2008; Schwartz, 2007), and the lack of IPV content integrated in the classroom (Tuff et al., 2008). **METHODS:** This study was conducted in a historically black university on the east coast with nursing students (n =37) enrolled in one of two seven-week community health classes in the spring of 2017. Block 1 students (n=18) received IPV education delivered in storied format using PowerPoint to highlight key points. Block two students (n=19) received IPV instruction through a simulated board game. At the information session, prior to the start of the course, students who agreed to participate completed demographic information and pre-test questions. Immediately following the intervention, students completed post-test questions and a survey evaluating the methodology used. Three-weeks following the intervention students answered the same post-test questions to evaluate knowledge retention. During the final exam, students were given similar yet different questions to address concerns of question memorization rather than knowledge comprehension. **RESULTS:** Results suggest both groups of students agreed or strongly agreed each method brought additional awareness and desire to help victims of IPV. All students agreed the simulation board game was structured to meet content objectives, but not all agreed this method changed their opinion or provided further insight in recognizing/responding to victims of IPV. Pre-test/Post-test questions showed improvement of scores for participants using the simulation board game over students who heard the IPV story. **CONCLUSIONS:** Results of this study suggest stories are a powerful source of persuasion; however, simulation board games may improve IPV knowledge acquisition and retention. IPV experts agree there is a need for educational interventions to change attitudes and beliefs about IPV and more studies on their use (Dill-Shackleford, Green, Scharrer, Wetterer, & Shackleford, 2015). Recognizing the limitations of a small sample size, participant demographics, and previous IPV knowledge suggest that even more research is needed to evaluate the effectiveness of storytelling and simulation board games for IPV education in undergraduate nursing.

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**Title:**

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**Keywords:**

intimate partner violence, simulated-board game and storytelling

**References:**

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### **Abstract Summary:**

To evaluate the use of storytelling compared to simulation board game as an instructional strategy to enhance or improve IPV education in undergraduate baccalaureate nursing students.

### **Content Outline:**

#### I. Introduction

Identifying intimate partner violence (IPV) victims is a challenge for nursing students to recognize because warning signs are often subtle or absent and the lack of IPV education in the classroom. This study evaluates the effectiveness of storytelling and board game toward improving IPV education.

#### II. Body

A. Main Point #1: Both storytelling and board game brought additional awareness and desire to help victims of IPV.

- Supporting point: All students (n=37) agreed or strongly agreed when surveyed immediately following the intervention.

B. Main Point #2: Storytelling has greater affect over board game in changing student attitudes about IPV.

- Supporting point: 78.6% of storytelling participants strongly agreed their attitude on IPV changed following the class compared to 16% of students participating IPV board game.

C. Main Point #3: Pre-test/post-test scores showed improvement of scores for participants using the IPV board game over students hearing the IPV story.

- Specifics of this section currently being verified with statistician.

### III. Conclusion

Results of this study suggest stories are a powerful source of persuasion; however, simulation board games may improve IPV knowledge acquisition and retention. IPV experts agree there is a need for educational interventions to change attitudes and beliefs about IPV and more studies on their use (Dill-Shackleford, Green, Scharrer, Wetterer, & Shackleford, 2015). Recognizing the limitations of a small sample size, participant demographics, and previous IPV knowledge suggest that even more research is needed to evaluate the effectiveness of storytelling and simulation board games for IPV education in undergraduate nursing.

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**Professional Experience:** I have been an obstetrical nurse for more than 33 years. The units consist of Labor and Delivery & Antepartum. I served on many hospital committees such as Magnet, clinical practice, and preceptorship. In addition, achieved certification in inpatient obstetrics, childbirth education, as well as in fetal monitoring. I did a clinical evidenced base research on prolonged best-rest and develop a tool to capture our clients with stress that was related to pro-longed hospitalization. In 2007 I was awarded remarkable 45 at Forsyth Medical Center and recipient of the "The Carolina Great "100" I am a strong advocate for patients to assure best care and safety. I am a member of Sigma Theta Tau and hold a position as treasurer in Rho Lambda chapter 417. Also, was chosen to participate in Maternal Child Health Leadership Academy to develop my leadership skills and influence patient and practice outcomes.

**Author Summary:** Dr. Susan Hall serves as an Assistant Professor and Area Coordinator in Family and Community Health in the Division of Nursing Traditional Baccalaureate Program at Winston-Salem State University. Dr. Hall has been an obstetrical/women's health nurse for 33 years. Susan is multifaceted in women's health such as, certified in Childbirth Education, and Inpatient Obstetric Nursing.

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**Professional Experience:** I have been a clinical instructor for 13 years and a Registered Nurse for 21 years. With regard to publications the majority have focused on nursing education.

**Author Summary:** Melissa Schwartz Beck PhD, RNC-OB is a clinical Assistant Professor with East Carolina University (ECU) College of Nursing. Her areas of interest and research include: Issues relating to diversity and women's health; creative teaching strategies using digital stories, gaming, simulation, and oral storytelling.