

Application for:

Marilyn Bagwell Leadership Development Grant

University of North Carolina Wilmington Chapter of the

North Carolina Association of Nursing Students

School of Nursing, College of Health and Human Services

University of North Carolina at Wilmington

Purpose of the Grant

The purpose of this grant proposal is to develop an education program on workplace violence in nursing that describes the prevalence, impact to nurses, and strategies to address violence. The program will be shared with nursing students at the University of North Carolina Wilmington and nursing students at local Community Colleges. Funds will be used for badges, video production, and brochures. This project aligns with resolution 9 (Awareness and Legislation Regarding Violence Prevention for Healthcare Workers) adopted by the 2012 NSNA House of Delegates, and resolution 28 (Increased Awareness Regarding Post-Traumatic Stress Disorder Related to Workplace Violence Affecting Nurses) adopted by the 2017 NSNA House of Delegates.

Background

There are four categories or types of workplace violence (WPV). Type 1 is when a person comes to the workplace to commit a crime such as robbery; type 2 is when a client commits violence against an employee; type 3 is when there is violence between co-workers; and type 4 is when someone who has an outside personal relationship with an employee comes to the workplace to commit violence, such as domestic violence that spills into the workplace. In the healthcare setting types 2 and 3 are the most common form of WPV (CDC, 2013). Unfortunately, the incidence of WPV continues to increase in healthcare settings. The literature lacks evidence-based strategies that have worked to combat WPV. However, Griffin (2004) found that cognitive rehearsal with memory card helped new nurses respond to bullying in the workplace. The strategy of cognitive rehearsal is also used in the TeamSTEPPS strategies addressing communication ([AHRQ], 2013).

Current ANS students had a nurse speak who described her experience of WPV from a patient in the emergency room. Students were moved by the presentation and motivated to learn more about WPV and how to address it in the healthcare setting.

Two goals of chapter enhancement are:

1. Empower the leadership team. Student leaders are exploring different issues in nursing. As they become knowledgeable about an issue, they will be able to determine where they should focus their energy and talents to make a difference in the profession.
2. Identify and recruit potential leaders earlier in the program. By allowing students to purpose and develop projects that are interesting to them, they will generate enthusiasm and excitement that is contagious.

Measurable strategies include:

1. Create videos, brochures and badges on best strategies to address WPV.
2. Reach out to ANS leaders at Community Colleges. Hold education sessions on other campuses.
3. Disseminate information through poster presentation, and article for publication in *Imprint*.

Describe how you will apply leadership principles learned.

1. Promote collaborative relationships between nursing students at UNCW and local Community Colleges.
2. Provide opportunities for students to create and disseminate an educational program focused on awareness and prevention strategies related to workplace violence.
3. Create a collaborative environment of engaged and involved student nurse leaders who embrace mentorship and development to advance in professional leadership roles.

Budget

200 Brochures: Designed by students, printed on Matte Premium Paper (200 @ \$1 each)	\$200
Videographer (student): Total of 40 hours for the entire project period at an hourly rate of \$12/hour	\$480
Fringe at 9%	\$43
Plastic badge (200 @ \$8.75 each)	\$1,750
Total	\$2,473

Budget Narrative

A video written, designed and acted out by students will be created to demonstrate strategies to address WPV. Examples will include how to respond to bullying and uncivil communication as well as violent patients or visitors. Techniques of de-escalation will be demonstrated. Plastic badges will be created with best responses to hostility or incivility. Having a badge worn at work will keep the strategies available and in sight. Brochures will be disseminated at education sessions.

Timeline: As soon as funds are received, work will begin.

April-May 2018: Research topic and write script for video.

August-December 2018: Create video, order badges and brochures. Reach out to community colleges to arrange for education session.

January-May 2019: Present project to NSNA conference. Complete all education sessions. Write article for publication.

June 2019: Final Report Written

References

Agency for Healthcare Research and Quality [AHRQ] (2013, 2017). TeamSTEPPS. Retrieved from <https://www.ahrq.gov/teamstepps/instructor/index.html>

CDC. (2013, January 18, 2013). The National Institute for Occupational Safety and Health. Retrieved from <http://www.cdc.gov/niosh/>

Griffin, M. (2004). Teaching cognitive rehearsal as a shield for lateral violence: An intervention for newly licensed nurses. *Journal of Continuing Education in Nursing, 35*(6), 257-263.