LATERAL VIOLENCE (LV)
A Curriculum Implementation Experience...

Candace Jones, MSN, RN, Professor
and
Margaret Kroposki, PhD, RN,
Assistant Dean of Health Sciences/Nursing
and Director of the Nursing Program
Greenville Technical College

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Mary Ann Parsons Lecture 2010
PURPOSE

- To describe the background, process and evaluation of how the nursing faculty of one associate degree program integrated lateral violence (LV) concepts into the curriculum at various stages of the program.
OBJECTIVES

At the end of this session, the participant will

1. Understand the program’s motivation to address LV in the nursing courses.
2. Describe the factors that facilitated the integration of the LV concepts in the curriculum.
3. Identify the LV concepts introduced at each level of the curriculum.
4. Discuss the students’ evaluation of the usefulness of the techniques learned to counteract LV in the clinical area.
Identified the need to address the problem

- Student evaluation responses
- Online journals from seniors talked about “nurses from h—”
- Verbal feedback from new graduates
- Written feedback on graduate follow-up surveys
- Faculty comments
HISTORY

- Stories from faculty and students with the expectation that faculty would "speak up for the students"
- Lack of assertiveness training on campus
- Increasing tendency for some faculty and students to react with aggression and confrontation.
- Offer the students an effective way to "self protect" during and after the nursing program
FACTORS THAT FACILITATED INTEGRATION

- AHEC Grant January 2007
- Positive relationship with AHEC providers
- Increasing awareness of LV in the workplace
- “Felt need “ to address LV among faculty and students
- Desire for faculty to produce clinically prepared graduates.
- Other assertiveness techniques were not available
- Willingness of one faculty member to schedule students to attend sessions.
- Openness of all faculty to respond positively to new ideas
- Program Director attended 2 Annual Summits to keep interest alive
FACULTY BUY IN

- **Senior Student incentive:**
  - Preparation for 72-80 hour precepting experience
  - Conveniently scheduled sessions
  - 4 hours substituted for clinical time

- **Faculty incentive:**
  - No cost CEUs
  - Certified as a trainer
  - Ability to integrate techniques in own classes
  - Additional session held in Fall 2007
SUMMARY OF INITIAL AHEC TRAINING

• **Spring 2007:**
  - 5 training sessions for Nursing Faculty and Students
  - Total of 18 Nursing Faculty and 57 Students trained

• **Training Evaluation:**
  - At the end of each session (Learner Satisfaction)
  - Impact survey 6 weeks -2 months post training
A FACULTY CHAMPION

- Opportunity capitalized on...
  - Mini-grant summer 2008
  - Curriculum Implementation fall 2008
Met with AHEC to formulate a plan to implement Lateral Violence at strategic points in the Nursing Curriculum.

- Project Director of AHEC Grant
- Course Leader of Fundamentals
- Course Leader of Teamwork and Leadership
- Course Leader of Principles of Management and Leadership
LV STRATEGIC IMPLEMENTATION

- Across the Continuum (3 courses)
  - Fundamentals
  - Teamwork and Leadership
  - Principles of Management and Leadership

* LV Content Included in **Required** vs Elective courses
Across the Continuum

Fundamentals

- Acknowledge it exists
- Nurses eating their young
LV STRATEGIC IMPLEMENTATION

- Across the Continuum
  - Teamwork and Leadership
    - LV Definition, Forms, Persons Most at Risk
    - Generational Differences in the Workplace
    - Appropriate Interactive Skills with others (communication)
LV STRATEGIC IMPLEMENTATION

- Across the Continuum
  - Principles of Management and Leadership
    - Preparing students for Senior Practicum in the clinical setting
    - Labeling forms of LV
    - Role playing LV situations and responses
RECOMMENDATIONS

• Achieve Faculty Buy In:
  • Train Faculty with Students
  • Scheduling may be a challenge
RECOMMENDATIONS

• Make the Training Fun
  • LV Game
  • Role Play
RECOMMENDATIONS

- Write “cues/responses” on the back of the student ID badge to address the 3 most common forms of LV:
  - Nonverbal Innuendo
  - Backstabbing
  - Infighting
RECOMMENDATIONS

- Evaluate (pre-test post-test)
  - Have student complete a short survey
    - Did they witness LV in school
    - How did they respond?
    - What techniques did they use?
    - Did LV keep them from learning?
    - Did they want to leave nsg school because of LV?
    - What recommendations do they suggest?
RESULTS OF STUDENT SURVEY 2010

- 73% witnessed lateral violence in nsg. school
- 63 % ignored LV; 37% responded by crying, using kindness, or reported LV
- 25% used LV response techniques
- 25% recognized techniques that “could have been used”
- 50% did not respond with techniques or responded with non-recommended technique
25% said that LV kept the students from learning what they needed to know.
13% said that LV made them feel like leaving nursing school.
10 of the 11 respondents (91%) gave specific recommendations for educating future nurses about lateral violence.
REFERENCES


Contact information:

Candace.Jones@gvltec.edu

Margaret.Kroposki@gvltec.edu