

# Improving knowledge and preparedness on Intimate partner violence: A Case method intervention for Nursing students and its evaluation

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## Background

- **Gender based violence** is a serious public health problem worldwide. The most prevalent: **Intimate partner violence (IPV)** (WHO, 2021)
- Healthcare workers have an important role to play in the **prevention, early detection and clinical management of IPV** (Ruiz-Fernández et al., 2022)
- Health professional's **ability to identify and manage these cases** can be influenced by their knowledge, attitudes, behaviors, and beliefs
- Therefore, it is **essential to increase students' knowledge and to provide them with tools** for IPV identification and management (Maquibar et al., 2018)



## Educational intervention: Case method based on a IPV case

- **OBJECTIVES:**
- *Intervention:* Make realistic decisions on IPV attention based on protocols and available resources-
- *Evaluation:* To assess the effects of a Case Method intervention on nursing students' IPV preparedness, knowledge, and attitudes
- **TWO SESSIONS:**
- Theoretical. Individual learning of the IPV guide of the Basque Public Health system, guided by the teacher
- Practical. Decision-making on a simulated patient video scenarios



The educational intervention on IPV improved self-perceived preparedness and knowledge regarding the handling of cases of intimate partner violence.

Furthermore, the methodology was well received, suggesting that including it in nursing curricula could help to prepare future healthcare professionals to address IPV more effectively.

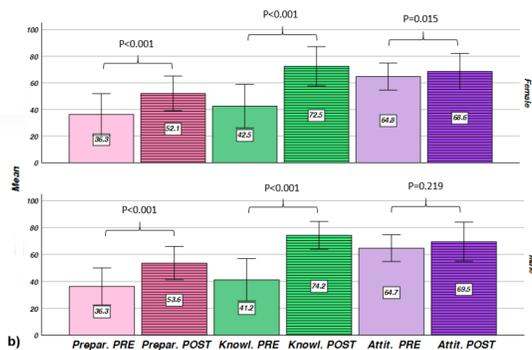


## Evaluation results

### DEMOGRAPHIC CHARACTERISTICS OF PARTICIPANTS

A total of **142 first year nursing students** took part in the educational intervention. The majority were **female (87%)**, with an average age of **20.76 years** (SD = 6.01). Reported **no prior training in IPV (44.4%)** or **less than five hours of training (47.9%)**.

### FORMS TO EVALUATE THE EDUCATIONAL INTERVENTION: PREMIS, SATISFACTION and KNOWLEDGE



**1. Mean values in Modified PREMIS scale Perceived preparedness, Perceived knowledge and Attitudes on IPV dimensions before (PRE) and after (POST) intervention by female (n=123) and male (n=19)**

### 2. Satisfaction with the methodology and performance survey (n=81)

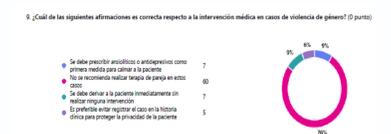
78% would recommend this exercise to another classmate and 88% found the methodology useful.

57% expressed a preference for the case method over traditional lectures and 26% were neutral.

64% believed their own performance in the subject was optimal and 59% reported active participation in the proposed activity.



### 3. Knowledge survey (n=81) over 80% of the students answered all questions correctly



## Discussion

Statistically significant improvements align with previous studies that have highlighted the pedagogical value of active learning approaches in IPV education (Alshammari et al., 2018; Brooke et al., 2015).

Incorporating IPV content in a structured, experiential manner from the early stages of nursing education may have a profound impact on the quality of care that women receive in the health system.

**Significant increases** were observed in the dimensions of **perceived preparedness and perceived knowledge after the intervention** ( $p < 0.001$ ), both in the overall sample and in gender-disaggregated analyses.

The **attitudes dimension also showed a significant overall increase** ( $p = 0.007$ ), with the improvement being statistically significant among female students ( $p = 0.015$ ), but not among male students ( $p = 0.219$ ).

## References

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## Acknowledgments

Thanks to UPV/EHU Service of Education Assessment for funding and supporting the project PIE25/33

