



<b>Project Title:</b>	<i>‘Nurturing their Own’ or ‘Eating their Young’? Fostering Students’ Capacity to Address Nurse Bullying Behaviors</i>		
<b>Principal Investigator:</b>	Kathy O’Flynn-Magee		
<b>Report Submitted By:</b>	Kathy O’Flynn-Magee		
<b>Project Initiation Date:</b>	2019	<b>Project Completion Date:</b>	2023
<b>Project Type:</b>	<input type="checkbox"/> Large Transformation <input checked="" type="checkbox"/> Small Innovation <input type="checkbox"/> UDL Fellows Program <input type="checkbox"/> Hybrid and Multi-access Course Redesign Project <input type="checkbox"/> Other: [please specify]		

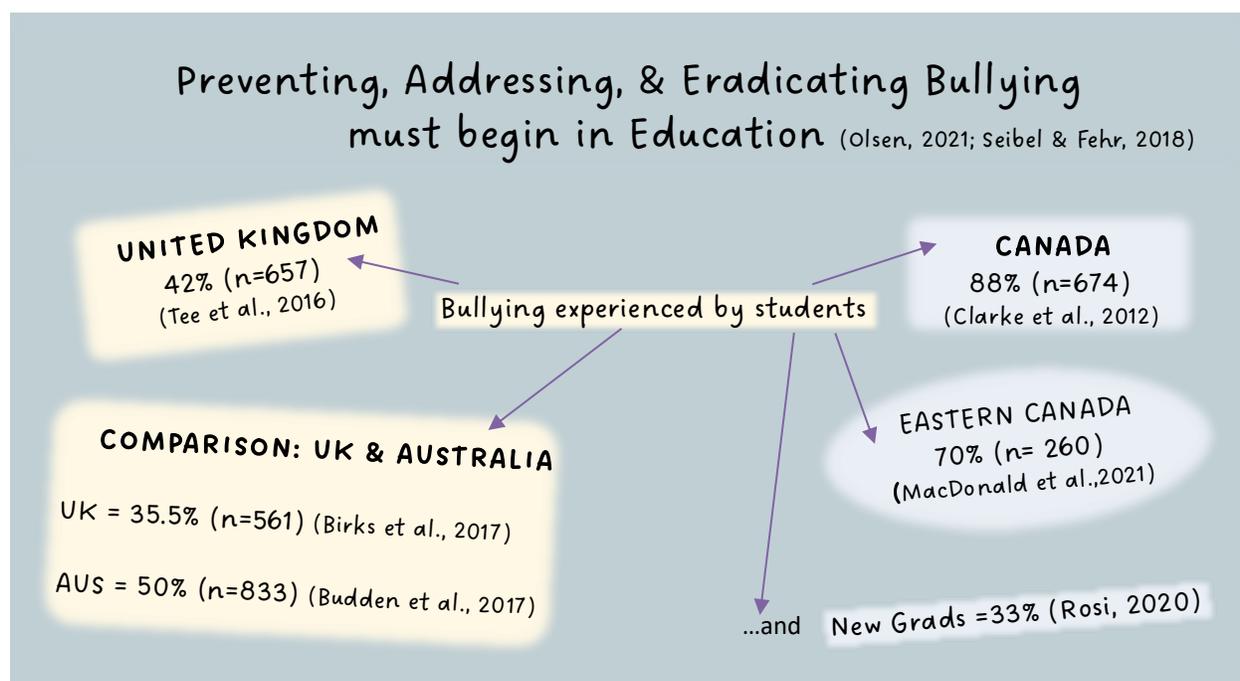
**1.1. Project Focus Areas – Please select all the areas that describe your project.**

- Resource development (e.g., learning materials, media)
- Infrastructure development (e.g., management tools, repositories, learning spaces)
- Pedagogies for student learning and/or engagement (e.g., active learning)
- Innovative assessments (e.g., two-stage exams, student peer-assessment)
- Teaching roles and training (e.g., teaching practice development, TA roles)
- Curriculum (e.g., program development/implementation, learning communities)
- Student experience outside the classroom (e.g., wellbeing, social inclusion)
- Experiential and work-integrated learning (e.g., co-op, community service learning)
- Indigenous-focused curricula and ways of knowing
- Diversity and inclusion in teaching and learning contexts
- Open educational resources
- Other: [please specify]

**1.2. Final Project Summary** – *What did you do/change with this project? Explain how the project contributed toward the enhancement of teaching and learning for UBC students.*

### BACKGROUND

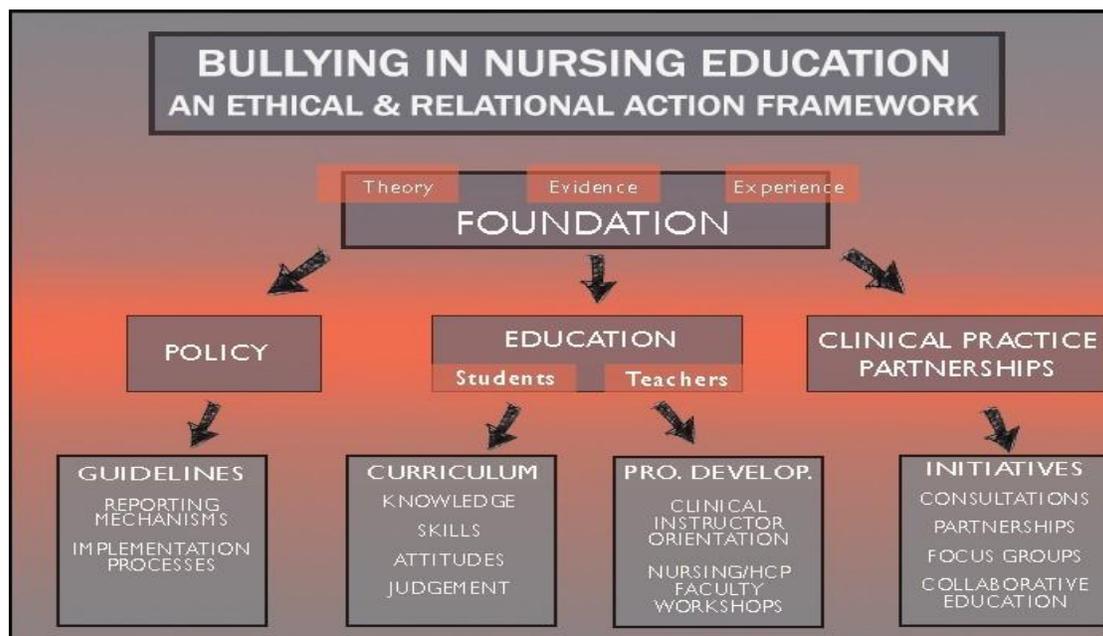
The prevalence of bullying witnessed or experienced by nursing students is a cause of grave concern. Anecdotal and literature evidence indicates that sometimes as high as 90% of students are exposed to bullying. It follows then that the place to start preventing, addressing, and eradicating bullying is the education arena (Olsen, 2021, Seibel & Fehr, 2018). Experiencing bullying has been linked to lowered self-esteem, a lack of commitment to the profession, reduced performance and motivation, as well as attrition, decreased patient safety, adverse effects on nurses' mental and physical health, and the perpetuation of bullying behaviours by those previously bullied. 2017; Clark et al., 2012; Daly, O'Flynn-Magee, & Rodney, 2020; Fehr & Seibel, 2016; Griffin, 2004; Gillespie et al., 2017; Jack et al., 2018; Seibel, 2014).



- Because the clinical practicum (i.e., hospitals, community centers) is the most often cited context in which bullying occurs, we developed resources for Clinical Instructors and faculty who work with students in these settings. We extended our reach to the broader nursing community with the design of a series of interactive videos to explore bullying of a new graduate and to take into account the ways in which bullying plays out at different levels from interpersonal through to broad systems and structures.
- Our interest in bullying witnessed or experienced by students was in no way intended to minimize the many other contexts - to whom and by whom (including students) - in which bullying occurs. Rather, it was an effort to focus on a particular group (students) for whom research and observations indicate bullying is especially problematic.

## SUMMARY

The project ‘*Nurturing their Own*’ or ‘*Eating their Young*’? *Fostering Students’ Capacity to Address Nurse Bullying Behaviors* was designed to support students to address bullying in nursing education. Prior to receiving TLEF funding, we completed a project that was initiated by a student group request to develop a policy at the UBC School of Nursing that would provide direction if/when nursing students witnessed or experienced bullying. To this end, we completed a qualitative study to explore policies, processes, and resources used by nursing and other health care profession academic programs in British Columbia if/when their students witnessed or experienced bullying during their program of studies (O’Flynn-Magee et al., 2020). Following, we created an *Ethical and Relational Action Framework* to guide the work embedded in the project.



O’Flynn-Magee et al, 2020

The framework emphasizes three pillars—1) policy, 2) education, and 3) clinical practice partnerships—all pillars need to be targeted to address and eradicate bullying. Initially, we created a set of procedures to address the students’ request related to policy. With the support of TLEF, we moved from a policy approach to a series of arts-based education initiatives (outlined below) to further support our goal of addressing bullying in nursing education.



#### PREVIOUSLY COMPLETED POLICY-RELATED INITIATIVES

Template: Policy/procedures to address bullying witnessed or experienced by nursing students. Available at: <https://letsact.ca/sample-template-for-reporting-bullying/>

#### TLEF-PROJECT

The TLEF allowed us to expand our work described above to create sustainable, open-access initiatives to benefit, directly and indirectly, nursing students at UBC and beyond. The overall objectives of this project were to create educational and professional development resources to:

1. Foster safe, ethical, professional, and respectful learning environments for students to raise awareness of bullying in nursing education/practice and engage students in active/embodied learning experiences (Forum Theatre and Cognitive Rehearsal). We believed that embodied learning in a safely structured environment would allow students to understand different approaches to address bullying, increase confidence to address bullying, and above all meet UBC's mandate to foster outstanding work [learning] environments.
2. Develop, refine, implement, and evaluate creative educational resources for students, faculty, clinical instructors, and, in the future, clinical practice partners, with the goal of ongoing and sustainable curricular implementation and professional development in the School of Nursing and beyond.
3. Create multiple educational resources that benefit students directly or indirectly including student workshops, clinical instructor workshops, educational vignettes, and an open-resource Train-the Trainer video for Forum Theatre pedagogy.

#### EDUCATION WORKSHOPS



Original watercolour by Skye Maitland, UBC BSN 2018, for the CRAB Project

We designed and enacted a series of workshops—the CRAB Workshops (Cognitive Rehearsal to Address Bullying)—to:

- 1) Inform students and faculty members (primarily clinical instructors) about the concept of bullying, its prevalence in nursing, its effects on students, and, most importantly, strategies to address bullying.
- 2) Provide opportunities for participants to engage in experiential and embodied learning. Embodied learning (Batacharya & Wong, 2018; Stolz, 2015) can enable students and other participants to better understand bullying interactions, to empathize with those involved, as well as allowing them to develop their confidence and competence to manage bullying. We used classroom, Forum Theater (Boal,



Diamond, 2007), and Cognitive Rehearsal (Griffin, 2004; Griffin & Clark, 2014) spaces to foster cognitive, affective, and embodied learning.

- a. Forum Theater (Boal, 1984; Diamond, 2007) is an inductive and interactive form of learning. The community (in this case, student and faculty members of the CRAB team) created a script about an issue of importance and performed the script (a play or drama) in its entirety. On the second ‘run’, facilitators invite audience members to replace an actor whose character resonates with them. If they believe they have something of value to offer the character, they are encouraged to bring their authentic selves on stage to reenact the scripted scene. These Forum Theater Workshops were a collaboration among nursing faculty, nursing students, and a faculty member from the UBC Department of Theater and Film.
- b. In contrast, Cognitive Rehearsal (Griffin, 2004; Griffin & Clark, 2014) provides students with a range of context-relevant responses and phrases to practice and use when bullying situations arise. This is a more deductive form of learning that is used to give students and others a resource for their ‘back pocket’ when they witness or experience bullying.

Classroom learning sessions, together with Forum Theatre and Cognitive Rehearsal, included opportunities for students to:

- Develop their knowledge about bullying in nursing—for example, how it is defined, its prevalence, and its effects.
- Reflect on the factors that contribute to the high prevalence of bullying in nursing.
- Review relevant challenging situations from their clinical practice with a focus on conflict management and bullying.
- Walk away with strategies/approaches for communicating in specific and challenging contexts.
- Appreciate that bullying is more than an interpersonal encounter and requires targeting the issue across levels from individual to systems.

Orientation and Professional Development sessions for Clinical Instructors (CIs) were guided by similar goals with a focus on the specific role that CIs play in supporting students if they experience bullying during their clinical practice time. It was also important to emphasize the need to target anti-bullying strategies beyond the interpersonal levels to capture the issue at the systems level.

## GRAPHIC NOVELLA



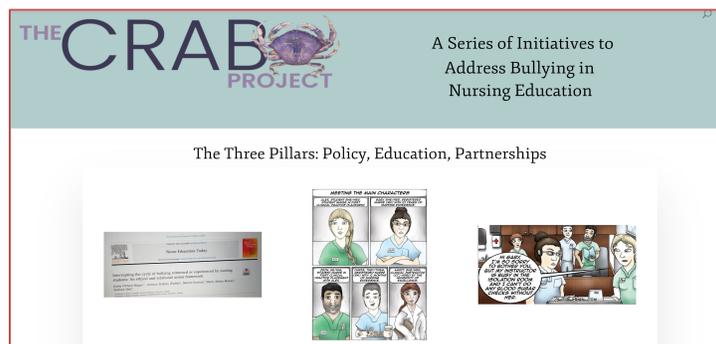
We created a graphic novella entitled *Stepping out of the Shadows: A Story about Bullying in Nursing* in August 2020. Planned and written with nursing faculty, BSN students, and one MSN student, this project required collaboration with many disciplines outside nursing and health care.



- The novella tells the story of a student nurse who experiences bullying from their primary nurse during their clinical practice rotation. It focuses on the student's experience, the nurse's reflection on their behaviour, the context in which bullying occurs, and strategies that students could use when they witness or experience bullying. Written primarily for nursing students, the novella is also a useful resource for CIs and other faculty members.
- The novella is freely available at [letsact.ca](https://letsact.ca) To disseminate further, we published the following:
  - O'Flynn-Magee, K., Ong, S., & Esson, L. (2021). *Stepping out of the shadows: Creating a graphic novella to address bullying in nursing education*. *Nurse Education Today*, 99, 104740. <https://doi.org/10.1016/j.nedt.2020.104740> [This publication was co-authored with a graduated BSN student and faculty members].
  - *BCNU (BC Nurses Union)* interviewed members of the team followed by an article in the *BCNU Update Magazine* November 2020. *Stepping out of the Shadows: A story about a nursing student's experience of bullying in a clinical environment*. Available at [https://issuu.com/bcnursesunion/docs/update\\_winter\\_issue\\_2020\\_fina](https://issuu.com/bcnursesunion/docs/update_winter_issue_2020_fina)

#### WEBSITE

Our newly created website [letsact.ca](https://letsact.ca) has been up and running since the 2020 launch of the graphic novella. All completed materials are freely available through the website.



#### CHOOSE-YOUR-OWN ADVENTURE STYLE INTERACTIVE VIGNETTES

- The student-faculty team created and rehearsed a series of *choose-your-own-adventure style interactive vignettes* that focus on several perspectives related to a bullying encounter in which a new graduate RN experiences bullying from a senior RN. These vignettes focus less on the individual who is the target of bullying (as was the case in the graphic novella and the CRAB workshops) and more on the witness, the administrative nurse leader who receives a complaint about a bullying incident, and the individual who is engaging in bullying. The vignettes were a collaboration among nursing faculty members, nursing students, a faculty member from UBC Department of Theater and Film, and UBC Studios. They were filmed with professional actors,

directed by Dr. Tom Scholte, and are available at <https://letsact.ca/interactive-video-vignettes/> The focus of the vignettes remained grounded in the needs of students because 1) students become new graduate



RNs as soon as they complete their studies, and 2) new graduate RNs are also strongly susceptible to bullying (Krut, 2021; Rosi, 2020).



Actors: Rondel Reynoldson (Daphne), Natalie Backerman (Reeta), Louis Lin (Emmet), Nancy Sivak (Jude).

#### TRAIN-THE-TRAINER VIDEO

- We designed a *train-the trainer video* to support teachers and leaders to use Forum Theatre as a pedagogical approach for teaching and learning challenging material such as bullying. This video was directed by Dr. Tom Scholte. It is in the final stages of editing at UBC Studios and should be available for uploading to the website shortly.



Scene: Raluca Radu (Actor), Chris Emery (Actor), and Tom Scholte (Director).

In summary, the CRAB project, funded by the TLEF, allowed the team to create resources to support students to address bullying if/when they witness or experience it. We did this by focusing on cognitive, affective, and psychomotor learning (Bloom, 1956) using a variety of arts-based pedagogies. These resources included the creation (prior to the TLEF funding) of a set of policy-style procedures to guide



students and faculty, the enactment of a series of workshops using Forum Theatre and Cognitive Rehearsal, the creation of a graphic novella, interactive vignettes, and a train-the Trainer video. Lastly, we designed a website to ensure these resources are freely accessible to students, faculty members, educators, nursing and academic leaders and others interested in learning about addressing bullying in professional contexts. Although our focus has been on nursing students, these resources have strong potential for usefulness in other professions in health care and beyond.

**1.3 Team Members** – Please fill in the following table and include students, undergraduate and/or graduate, who participated in your project.

Name	Title/Affiliation	Responsibilities/Roles
Kathy O’Flynn-Magee	Associate Professor of Teaching UBC School of Nursing (currently emeritus). <a href="mailto:Kathy.oflynnmagee@ubc.ca">Kathy.oflynnmagee@ubc.ca</a>	<ul style="list-style-type: none"> <li>➤ Primary lead for the entire project to explore, plan, design, and enact the various initiatives within the project.</li> <li>➤ Guided the team in all aspects of the project.</li> <li>➤ Oversaw the hiring of students and other personnel for the project.</li> <li>➤ Coordinated the curricular and non-curricular schedules, team meetings, planning, and creation of the various initiatives within the project.</li> <li>➤ Actively engaged in teaching, learning, research, and publication.</li> </ul>
Patricia (Paddy) Rodney	Associate Professor, UBC School of Nursing (currently emeritus); Faculty Associate, W. Maurice Young Centre for Applied Ethics, UBC (prior to retirement). <a href="mailto:paddy.rodney@ubc.ca">paddy.rodney@ubc.ca</a>	<ul style="list-style-type: none"> <li>➤ Partnered with the CRAB team to explore, plan, design, and enact <i>some</i> of the various initiatives within the project. These included creation of: Forum theatre scenarios Cognitive rehearsal scripts</li> <li>➤ As well as design and analysis of: The CRAB workshops. A research study to explore students’ experiences of the CRAB workshops.</li> <li>➤ Co authorship of published manuscripts.</li> </ul>
Tom Scholte	Professor, UBC Department of Film & Theatre, <a href="mailto:tom.scholte@ubc.ca">tom.scholte@ubc.ca</a>	<ul style="list-style-type: none"> <li>➤ Provided direction and orientation for faculty members and the RN community to take on an actor role in the Forum Theater workshops.</li> <li>➤ Collaborated, coordinated, and directed the series of interactive video vignettes.</li> <li>➤ Co-created and directed the train-the-Trainer video.</li> </ul>
Ranjit Dhari	Associate Professor of Teaching, UBC School of Nursing, <a href="mailto:Ranjit.dhari@ubc.ca">Ranjit.dhari@ubc.ca</a>	<ul style="list-style-type: none"> <li>➤ Partnered with the CRAB team to explore, plan, design, and enact some of the various initiatives within the project.</li> </ul>



		<p>These included creation of: The CRAB workshops. The Graphic Novella</p> <ul style="list-style-type: none"> <li>➤ As well as design and analysis of: The interactive video vignettes. A research study to explore students’ experiences of the CRAB workshops.</li> <li>➤ Co authorship of published manuscripts.</li> <li>➤ Acting roles as needed.</li> </ul>
Lynne Esson	Lecturer (currently retired), UBC School of Nursing, <a href="mailto:lynne.esson@ubc.ca">lynne.esson@ubc.ca</a>	<ul style="list-style-type: none"> <li>➤ Partnered with the CRAB team to explore, plan, design, and enact some of the various initiatives within the project. These included creation of: The CRAB workshops. The Graphic Novella</li> <li>➤ As well as design and analysis of: The interactive video vignettes. A research study to explore students’ experiences of the CRAB workshops.</li> <li>➤ Co authorship of published manuscripts.</li> <li>➤ Acting roles as needed.</li> </ul>
<b>Undergraduate Students</b>	(All have now graduated).	
Amy F.Y. Poon	BSN student, UBC School of Nursing <a href="mailto:Amy.poon@alumni.ubc.ca">Amy.poon@alumni.ubc.ca</a>	
Agnes Choi	BSN student, UBC School of Nursing <a href="mailto:agnes.choi@alumni.ubc.ca">agnes.choi@alumni.ubc.ca</a>	
Caryn Dooner	BSN student, UBC School of Nursing <a href="mailto:cdooner@alumni.ubc.ca">cdooner@alumni.ubc.ca</a>	
Alanna Griffin	BSN student, UBC School of Nursing <a href="mailto:Alanna.griffin@alumni.ubc.ca">Alanna.griffin@alumni.ubc.ca</a>	
Kirsten Larsen	BSN student, UBC School of Nursing <a href="mailto:Kirsten_larsen@alumni.ubc.ca">Kirsten_larsen@alumni.ubc.ca</a>	
Samantha Mee	BSN student, UBC School of Nursing <a href="mailto:s.mee@alumni.ubc.ca">s.mee@alumni.ubc.ca</a>	
Su Han Ong	BSN student, UBC School of Nursing <a href="mailto:Suhan.ong@alumni.ubc.ca">Suhan.ong@alumni.ubc.ca</a>	<ul style="list-style-type: none"> <li>➤ Partnered with faculty members to explore, plan, design, and enact some of the various initiatives within the project such as: The creation of: Forum theatre scenarios Graphic novella</li> <li>➤ Organization and facilitation of CRAB workshops</li> <li>➤ Dissemination of resources to interested academic programs.</li> <li>➤ As well as the design and analysis of: The CRAB workshops. The interactive video vignettes. A research study to explore students’ experiences of the CRAB workshops.</li> <li>➤ Acting roles as needed.</li> <li>➤ Co-authorship of published manuscripts.</li> </ul>



<p>Raluca Radu</p>	<p>MSN student, UBC School of Nursing  <a href="mailto:raluca.radu@alumni.ubc.ca">raluca.radu@alumni.ubc.ca</a></p>	<ul style="list-style-type: none"> <li>➤ Partnered with the CRAB team to explore, plan, design, and enact some of the various initiatives within the project such as:              The creation of:                  Forum theatre scenarios                  Graphic novella</li> <li>➤ Organization and facilitation of CRAB workshops.</li> <li>➤ As well as the design and analysis of:                  The CRAB workshops.                  A research study to explore students’ experiences of the CRAB workshops.</li> <li>➤ Acting roles as needed. Specifically, Raluca played the role of student for the Train-the-Trainer video.</li> <li>➤ Co-authorship of published manuscripts.</li> </ul>
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**1.3. Courses Reached** – Please fill in the following table with ***past*** and ***current*** courses (e.g., HIST 101, 2017/2018) that have been reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Students' susceptibility to bullying appears to be strongest in their first and final terms within the 20-month UBC nursing program. We targeted these terms as relevant spaces in which to implement our educational initiatives to support students in managing bullying if they witness or experience it. We also used the CRAB project materials in the education-focused courses in the Master of Science in Nursing (MSN) program and the Master of Health Leadership and Policy (MHLP) clinical education program.

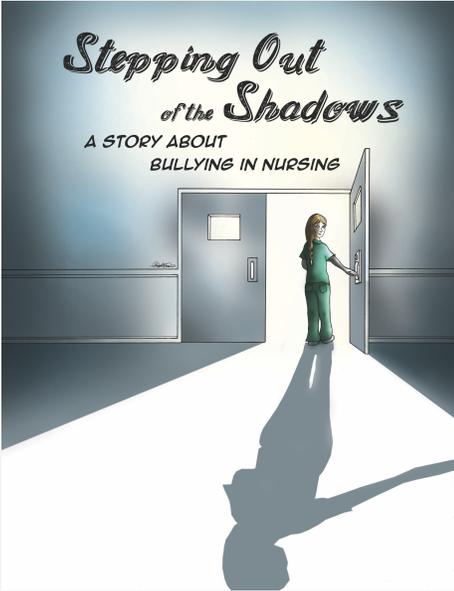
Course	Academic Year
NURS352	2018-2019
NURS427	2019-2020
NURS541	2020-2021
NURS531	2019-2020 2020-2021

There are ongoing discussions planned for early 2024 between the undergraduate nursing leadership team and the CRAB team with a view to incorporating the CRAB work into the curriculum and considering the status of the policy recommendations.



### 1. OUTPUTS AND/OR PRODUCTS

Please **list** project outputs and/or products (e.g., resources, infrastructure, new courses/programs). Indicate a URL, if applicable.

Output(s)/Product(s):	URL (if applicable):
	<p><a href="https://letsact.ca/graphic-novella/">https://letsact.ca/graphic-novella/</a></p>
<p><i>RESOURCES from THE CRAB WORKSHOP:</i> A series of learning workshops designed to support students to address bullying if/when they experience it.</p> <ol style="list-style-type: none"> <li>The Cognitive Rehearsal scripts designed by the CRAB team and distributed to students for use after the CRAB workshops are available as appendix 1 in the 2021 publication—The CRAB Workshop: Using Forum Theatre and Cognitive Rehearsal to Address Bullying in Nursing Education. Quality Advancement in Nursing Education – Avancées En Formation Infirmière, 7(2).</li> </ol>	<p><a href="https://doi.org/10.17483/2368-6669.1290">https://doi.org/10.17483/2368-6669.1290</a></p>



<p>2. The Forum Theater scenario designed by the CRAB team is available as appendix 2 in the same publication.</p> <p>3. Details of an embodied warm up activity (the Power Shuffle) used in the workshops are available as appendix 3 in the same publication.</p> <p>Train-the Trainer video is with UBC studios for final editing prior to making it available at <a href="https://letsact.ca">letsact.ca</a></p> <p>A series of interactive video vignettes depicting bullying in nursing practice is available at <a href="https://letsact.ca/interactive-video-vignettes/">https://letsact.ca/interactive-video-vignettes/</a> These vignettes move the focus from a nursing student to a new graduate who experiences bullying, a nursing leader who receives a complaint about bullying, and an experienced registered nurse (RN) who engages in bullying.</p>	<p><a href="https://doi.org/10.17483/2368-6669.1290">https://doi.org/10.17483/2368-6669.1290</a></p> <p><a href="https://doi.org/10.17483/2368-6669.1290">https://doi.org/10.17483/2368-6669.1290</a></p> <p>To be made available at <a href="https://letsact.ca">letsact.ca</a></p> <p><a href="https://letsact.ca/interactive-video-vignettes/">https://letsact.ca/interactive-video-vignettes/</a></p>
<p><i>EVENTS</i></p> <p>2019</p> <ul style="list-style-type: none"> <li>➤ <i>Forum Theatre and Cognitive Rehearsal to address Bullying in Nursing Education</i>— A live performance at the EDGE Arts Festival at Van City Theatre.</li> <li>➤ <i>Lights, Camera, Action: Using Live Theatre to Address Bullying in Nursing Education</i> presented at the Arts and Wellness VERGE Conference, Trinity Western University, Langley, BC.</li> <li>➤ <i>The arts in Teaching and Learning</i>. Invited to present at the UBC Arts in Health Research Community of Practice (Brief and informal).</li> <li>➤ <i>Forum Theatre: A Pedagogy to Address Bullying in Nursing Education</i>. UBC CHES (Center for Health Education Scholarship) Conference</li> <li>➤ WNRCASN (Western/NorthWestern Region Canadian Association of Schools of Nursing) Annual Conference. The CRAB Project (poster).</li> </ul> <p>2020</p> <ul style="list-style-type: none"> <li>➤ Online Launch of the Graphic Novella</li> </ul> <p>2022</p> <ul style="list-style-type: none"> <li>➤ <i>Responding to Bullying in Practice</i>. UBC Professional Development Workshop for Clinical Instructors.</li> </ul>	



<ul style="list-style-type: none"> <li>➤ CRIHHi Seminar Series. Invitation to take part in a panel entitled Arts-Based Critical Pedagogy in Nursing Education</li> <li>➤ Invited Presentation <i>Addressing Bullying in Nursing Education through the Use of Arts-Based Pedagogy</i> for St. Boniface University Nursing Faculty, Manitoba.</li> <li>➤ <i>The CRAB Project: A Series of Initiatives to Address Bullying in Nursing Education presentation</i> at the NET (Nurse Education Today/Nurse Education in Practice) International Nursing Education conference held in Spain in October 2022. This conference was initially scheduled for 2020 but, due to Covid-19, was cancelled and rescheduled several times.</li> </ul> <p>2023</p> <ul style="list-style-type: none"> <li>➤ <i>Responding to Bullying &amp; Racism in Nursing Education</i>. Invited presentation for UBC School of Nursing Clinical Associate Professional Development Session.</li> <li>➤ <i>Strategies to Address Bullying and Racism in Clinical Contexts</i>, jointly hosted by CRIHHI, EQUIP, The CRAB Project, and the UBC School of Nursing's Anti-Racism Committee (ARC).</li> </ul>	
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**1.1. Item(s) Not Met** – Please list intended project outputs and/or products that were not completed and the reason(s) for this.

<b>Item(s) Not Met:</b>	<b>Reason:</b>
<p>The CRAB project was initiated by a request from UBC BSN students to create a policy that would direct students about what to do and where to go if they witnessed or experienced bullying.</p> <p>Guided by a review of the literature and a qualitative research study, we developed a UBC School of Nursing set of procedures that fit within the UBC Respectful Environment Statement. These procedures were posted on an internal website and were used for classroom teaching as well as being easily accessible for students, faculty, and staff.</p>	



<p>Although the forum theatre performance focused on a bullying interaction between one RN and a student nurse, our intention was to emphasize the broader context in which bullying occurs. However, it was challenging to ensure that participation during forum theatre did not leave students feeling that the onus to ‘fix it’ fell on their shoulders.</p>	
<p>Participation in focus groups, especially from students, was very low. Nonetheless, although the number of participants was limited, their data offered rich reflections that continue to inform our subsequent research, policy, and education initiatives.</p>	<p>We determined that students' recent admission to nursing school, their academic and personal priorities, as well as the busy schedule in a 20-month accelerated program presented significant time barriers to their participation in focus groups.</p>
<p>We did not meet our time deadlines.</p>	<p>The arrival of Covid-19 severely limited our capacity to film the various initiatives within the project. As of September 2023, the final edits of the Train-the-Trainer video are being completed at UBC Studios.</p>

## 2. PROJECT IMPACT

### 2.1. Project Impact Areas – Please select all the areas where your project made an impact.

- Student learning and knowledge
- Student engagement and attitudes
- Instructional team-satisfaction
- Teaching practices
- Student wellbeing, social inclusion
- Awareness and capacity around strategic areas (Indigenous, equity and diversity)
- Unit operations and processes
- Other: [please specify]

**Please provide details on each of the impact areas you selected in 2.1. – For example, explain in which ways your teaching practices changed; how student wellbeing was impacted; how students wellbeing benefited from your project, etc.**



## 2.2. Student learning and knowledge

The goals of the CRAB project were to support students to be clear on what constitutes bullying, to develop their overall knowledge about bullying, to reflect on their experiences with bullying, to recognize that bullying must be addressed beyond the interpersonal level, and to obtain specific strategies and resources to use when they witness or experience bullying.

## 2.3. Student engagement and attitudes

To enhance student engagement in the CRAB project, and especially the CRAB workshops, we used an embodied warm-up activity (<https://peacelearner.org/2016/03/14/privilege-walk-lesson-plan/>), invited direct participation through opportunities on stage to replace the student actor, were committed to co-creating a ‘safer’ environment, used a ‘feel free to pass’ approach during dialogue and debriefings, tried to ensure that students did not feel pressure to engage in ways that were uncomfortable, and worked closely with students on the CRAB team to bring their perspectives to each aspect of the project.

We created a graphic novella that was designed to engage students with an unusual learning medium. And the video vignettes use interactivity to engage audience viewers. Although the video vignettes have not been used with students in the classroom (to our knowledge) they are a freely accessible resource on [letsact.ca](https://letsact.ca) for use at any time in the future. Further, the ‘Train-the-Trainer’ video is an important resource for teachers who would like to use this pedagogy to engage learners with sensitive topics such as bullying.

In addition to supporting students to manage bullying at the cognitive and behavioural levels, our ‘attitude’ goals included the importance of valuing the levels at which bullying is enacted, normalized, and sometimes ignored. We also wanted students to be aware of the need to *do something* rather than to *do nothing* in the presence of bullying. Lastly, we strived to help students appreciate how context affects behaviours and to not ‘demonize the bully’ (participant quote).

Finally, student engagement was enhanced through the structure of the CRAB team. Each student member was invaluable in the planning, design, implementation, evaluation, and dissemination of the various initiatives embedded in the project.

## 2.4. Instructional team-satisfaction

The CRAB team worked extremely well together. Having a student/faculty partnership strengthened the authenticity of the project and allowed students to engage in shaping a nursing curriculum and the profession more broadly. The partnership also allowed both students and faculty members to hear, appreciate, and learn from each other. We shared our experiences of this partnership in the following publication.



### Living a student-faculty partnership

Fong-Yuk Poon., A., O'Flynn-Magee, K., Rodney, P., Esson, L., Radu, R., Burnay, M., Choi, A., Dooner, C., Griffin, A., Larsen, K., Maitland, Ong, S. Proznick, K., Turner, H. & Dhari, R. (2022). Living a student-faculty partnership. *The International Journal for Students as Partners*, 6(1)  
<https://doi.org/10.15173/ijpsap.v6i1.4872>

To further determine instructional team-satisfaction, we designed a qualitative study, using focus groups, to evaluate student participants', faculty facilitator' and registered nurse (RN) actors' experiences with, and perspectives of, using Forum Theater as a pedagogical approach in the classroom. Although the focus groups generated rich data (excerpts below) the number of student participants was especially low (3 students) and we committed, for future studies, to use a different methodological approach in the hope of increasing participation. The result of that commitment was a second set of evaluation data gathered from 84 students' qualitative surveys about their experiences with, and perspectives of, the CRAB workshops.

#### 1.1 Teaching practices

Teaching practices changed through what faculty members learned from planning, designing, enacting and evaluating the various initiatives within the CRAB project. Student input and engagement reminded

the faculty team of the importance of including students' voice in all aspects of teaching and learning. This input and engagement also reinforced the range of roles embedded within teaching—as teacher, learner, collaborator, listener, supporter, advocate, role model, and mentor. As described by one faculty author in our partnership paper “having students engage in the work of addressing bullying in such thoughtful and passionate ways brought hope that a new generation of graduates will make a difference in the quest to eradicate bullying in nursing” (Poon et al., 2022, p.227). Students also described hope as an outcome of the partnership suggesting that “working with faculty who are taking the lead to change nursing culture and education to address bullying ‘provide[d] students with hope,’ and ‘set the stage for [them], helping [them] decide early on in [their] career that [they] would be a nurse who pushes for change, treats people with respect and kindness, and leads by example’ ” (Poon et al., 2021, p.227). For one student, doing this work affected their clinical mentorship once they graduated. It enhanced their approachability with students so that they could facilitate their safety as well as safe patient care.



## 1.2 Student wellbeing, social inclusion

The primary purpose of the CRAB project was to enhance student well-being through supporting students to address bullying if they witness or experience it. The effects of bullying on students who witness or experience it can be severe and can leave students feeling anxious, inadequate, angry, embarrassed or humiliated, confused, depressed, or fearful (Budden et al., 2017). Bullying also negatively affects students' patient care (Tee et al., 2016) and invites students to think about leaving the profession (Budden et al., 2017; Tee et al., 2016). None of these outcomes equate with student well-being and social inclusion. In fact, failure to address the issue of bullying in *nursing education* contributes to bullying in *the profession* and creates an atmosphere of distrust between students and faculty... The net effect of bullying in healthcare is the creation of an unwelcoming, if not hostile work environment (Seibel & Fehr (2018), p. 66–67). Tackling such environments is essential if we are to address and eliminate bullying in nursing education and practice.

## 1.3 Awareness and capacity around strategic areas (Indigenous, equity and diversity)

The work embedded in the CRAB project enabled the team to explore intersections between bullying and racism. Although each phenomenon has been studied separately, there is sparse nursing literature that examines the intersectionality between the two. The team argue that acknowledging this intersectionality pushes the importance of addressing both phenomena beyond the interpersonal level to incorporate the broader systemic structures that facilitate the occurrence of bullying and racism.

### **Commentary: Exploring the Intersections between Bullying and Racism in Nursing.**

O'Flynn-Magee, K., Dhari, R., Esson, L. & Rodney, P. (2021). Commentary: Exploring the Intersections between Bullying and Racism in Nursing. *Canadian Journal of Nursing Leadership*. 34(3) 39. doi:10.12927/cjnl.2021.26595



**How do you know that the impacts listed in 3.1/3.2 occurred?** – Describe how you evaluated changes/impacts (e.g., collected survey data, conducted focus groups/interviews, learning analytics, etc.) and what was learned about your project from the evaluation. You are encouraged to include graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.

**Pilot Study:** Three students, four faculty facilitators, and four Registered Nurse (RN) actors involved in the CRAB Workshops participated in pilot-study focus groups to gather feedback about the structure of, and experiences with, the CRAB Workshop. **Results:** 1) Embedding bullying content in undergraduate curricula is of utmost importance, 2) Creating, and maintaining a safe(r) space is necessary to engage students in this work, 3) Preparation is intense but crucial for consistency across groups, and 4) Forum theatre and Cognitive Rehearsal worked well for some, but not all, participants. **Conclusions:** Preplanning and leadership support are crucial for the enactment of anti-bullying education in nursing programs.

Participants emphasized the need to address bullying in nursing education. They indicated support for the importance of embedding bullying content in curricula as well as using forum theatre as a pedagogy. Doing so effectively required the co-creation of an environment where all participants felt supported and safe(r). The intentional co-creation of a safe(r) space worked well for many participants. Nonetheless, given our limited sample of student participants, it is impossible to know how students who did not attend the evaluative focus group experienced psychological safety or lack thereof. Certainly, anecdotally and through informal evaluations, students revealed their fears about being pressurized to take on the actor role and they expressed their relief when they realized they could choose not to participate. Participants also underscored the need for ‘in advance’ rehearsals and training to ensure consistency across workshop groups. The importance of having the same opportunities as others across a range of eight workshops was highlighted and there is no doubt that prior training for facilitators and actors was a significant contributor to their facilitation or acting effectiveness.

A particular highlight for student participants was the opportunity to engage with RN actors who, for the most part, were alumni from our UBC School of Nursing. RN actors also indicated that they benefited from the experience. For example, one RN actor stated that their experience was “*surprisingly self-reflective and kind of rewarding in that sense .... I didn’t go into it [the Workshop] thinking that I’d necessarily learn too much from it. But seeing their [the students’] responses and their reactions to things and how they played things out reminded me a lot of me a couple of years ago*”. This RN actor was not the only one to gain insights from their involvement. Another said that:

*...the follow up made me realize that I’ve changed my personality in the last few years because I’ve been scared. And that I don’t speak up for myself or others in the same way that I might. That I try and, like, build the ego of the bully sometimes in order to escape it in a way that leaves them with the reputation they envision. And it was a wake-up call to me, ‘cause it made me realize I don’t have to do that.*

One student participant disclosed their fear of engaging in bullying behaviours or becoming a bully:



*So one of the things that I'm interested too (sic) is about the risk of being a bully...I'm terrified of that and I don't know if I'm terrified of it because there's something in me that sees that as a potential. Or am I terrified of it because I loathe it so much. I'm not sure. But either way, like, and so I think that the stuff like naming it and labeling it, I think are useful tools. Because then if you learned about this you can be, like, oh, I am feeling really stressed and I did kind of snap at that person. Or whatever, like, sort of catching earlier behaviours so they can be shut down.*

It was important to hear the language of “being a bully” and the fear associated with becoming one. In contrast, another student participant responded to say that:

*...I think a lot of people are not bullies but they might do things that are bullying. So it doesn't mean because you've done it that you are now a bully. Like, [it doesn't mean] you're always a bully. You might do or say things that are bullying behaviours.*

These perspectives emphasize the importance of differentiating between *being a bully* and *engaging in bullying behaviours*.

**QUALITATIVE STUDY:** In addition to focus groups with students, faculty facilitators, and RN actors, we collected written survey data from students at two separate points in time: first, following a CRAB Workshop early in the students' program (point 1 in time, P1; 2019), and second, at the end of a workshop during students' final term the following year (point 2 in time, P2; 2020). During the P1 workshop, students were divided into small groups of 15, and during P2 there was one large group of over 50 students who were preparing to begin their final preceptorship. For both post-workshop surveys, students were given one form with the options of (a) completing an evaluation of the Workshop to be used for quality assurance, and/or (b) giving consent for their evaluative feedback to be used as research data for knowledge building. These options allowed students to privately check a yes box if they agreed that their workshop feedback could be included as data in the research study. At P1, 84/87 students agreed to have their feedback used as research data for the study. At P2, 26/28 students agreed to have their feedback used for the study. At both P1 and P2, no students ticked the box indicating specifically that they did not want their feedback used, but instead, they left that section blank. The latter were excluded from the study.

The P1 survey questions were modified for the P2 preceptorship context. In the former, weight was placed on questions related to addressing bullying, in addition to questions about engaging in Forum Theatre; in the latter, there was a heavy emphasis on exploring students' experience of Forum Theatre. Because the focus in the P2 context was on preparing students for possible challenges in preceptorship and because this student cohort had attended a CRAB Workshop the previous year, there were no specific questions related to bullying in the nine-question P2 survey. All aspects of the initiative were created by the CRAB student/faculty team.



The following verbatim comments from students, as well as comments interspersed throughout the report, illustrate how the goals of the project were met/not met. As a reminder, some of the goals of the CRAB project were to support students to:

- Be clear on what constitutes bullying;
- Develop their overall knowledge about bullying;
- Recognize that bullying must be addressed beyond the interpersonal level;
- Obtain specific strategies and resources to use when they witness or experience bullying.

When asked how participating in the CRAB workshop would change their practice, 86% of P1 participants identified that their practice would change in a positive way.

“It has made me more confident in myself and my ability to address bullying in all settings.”

“I think the biggest point was recognizing bullying in the first place. I am a very tolerant person and I would have never noticed these types of things were bullying before today.”

“It allows me to see what workplace bullying looks like, let me try to understand the side of the primary nurse/CI (why they are stressed), and how to address it”

“It makes me think more about bullying incidents in clinical that I would have brushed off before”.

“It has made it clear to me that bullying should NEVER be normalized”.

“It has helped me to understand the contexts from which bullying can arise, in terms of getting a window into the mind of the person who is bullying, this helps to sympathize with them as well, and mediate the situation accordingly”.

“It makes me think more about bullying incidents in clinical that I would have brushed off before”.

“It has brought it to the forefront and made it a priority”.

“The workshop solidified my understanding of what we as students are entitled to and how we deserve to be treated. I am more confident on advocating for myself now”.

“It provided many ways to look at a situation/realize different contexts/perceptions of people b/c no one wakes up in the morning saying ‘I’m going to be a bad nurse to the student’”.

However, while most participants identified positive changes, 3 students identified other impacts of the workshop and how it would change their practice:

“It won’t.”



“I’m sorry but I don’t think it will. I really wanted to like this but I found it stressful and unconstructive.”

“It won’t. I thought it was interesting, and I enjoyed hearing about classmate’s experiences, but there was nothing really learned.”

For some students, the workshops did not fully build their confidence to address bullying.

“It was helpful and really got me thinking that I could be an advocate for someone or one of my peers if I saw them being bullied, I’m still not sure if I could address it if I was the victim I would constantly question whether I actually was at fault and justify it”.

“Still not that confident, I feel like I would still choose to withdraw in some scenarios but at least I know to acknowledge it now”.

“I feel more confident addressing bullying after having our rights to a bully-free workspace affirmed, but also by recognizing the ability we have to be agents of change and recognizing the importance of having someone or some people support you”.

“Slightly increased my confidence to address bullying when I experience it myself but largely increased my confidence to address bullying if I witness someone else experiencing it”.

Many students were nervous about stepping up on stage to try out a script as was the expectation during the Forum Theatre workshops. Their comments illustrate their appreciation for the option to decline the invitation.

“Too nervous to get up and participate, which is unfortunate. I really appreciate that we were not forced into getting up and that we could participate in other ways. I think there is a fine balance between encouraging participation and putting people on the spot and outside comfort zones. So well done”.

“Thank you for giving us the chance to NOT publicly participate → it mortifies me”

The option to decline stepping up on stage was closely linked to the importance of creating and maintaining a safe(r) space. While the physical space (e.g., the size and layout of the room) influenced some aspects of the experience, it was the *psychological* space that stood out as being of utmost importance. Participants linked safe(r) psychological space to their willingness and capacity to take part in the introductory workshop activities and to feel comfortable and confident enough to step up and take on the role of actor. In co-creating a safe(r) space (Deller, 2019), we intended to ensure that students could ‘pass’ so that they would not feel pressured into participating.



Importantly, as well as building knowledge and perspectives about bullying, students emphasized how the project influenced their commitment to action.

“Bullying should not be normalized & I think it’s very important to recognize /address when it happens”.

“Every one of us has experienced bullying and it is clear it has an effect on your attitude and feelings toward work. We must work to fix these issues to create changes”.

“Yes. I want to work in a professional culture where we no longer hear “nurses eat their young”. I see it as my responsibility to intervene when I witness/encounter bullying so that I can move nursing in this direction”.

Addressing bullying in nursing and nursing education is a strong example of what Freire (1970/2020) maintains is an important goal of education—to create action for social change. One of the students in the CRAB student/faculty team described her experience:

“...it was more than just feeling valued that made this partnership so excellent. Seeing the faculty care about real-life problems was so inspiring as well. I learned to not shy away from problems just because they were big and unsolved. I think one of the most important and yet least appreciated roles of nursing faculty is to provide students with hope. Nursing can knock the fire out of you in the first few years after graduating depending on where you work. But walking out of school with examples of seasoned nurses caring about culture change in nursing gave me something to fall back on. There was hope. Student-faculty partnerships that are truly partnerships are essential in nursing school because they set a precedent for how one can be. It is said over and over to new grads that they must decide what kind of nurse they are going to be, whether they will push the limits of excellence or if they will settle for average. The experience working on the CRAB project set the stage for me, helping me decide early on in my career that I would be a nurse who pushes for change, treats people with respect and kindness, and leads by example”.