

Evaluate the Effect of Psycho- Educational Program about Violence on Nurses' Knowledge and Practice

Amina Ahmed Wahba El-Salamony¹, Assist. Prof.Zebeda Abd-Elgwad Elsherif²,
Assist. Prof.Mervat Hosny Shalaby³, Prof.Adel Abd El Kareem Badawy⁴

1. Assistant lecture of Psychiatric & Mental Health Nursing Dept. Faculty of Nursing kafr elshiekh University.

2. Assistant Prof. of Psychiatric & Mental Health Nursing Dept. Faculty of Nursing Tanta University.

3. Assistant Prof. of Psychiatric & Mental Health Nursing Dept. Faculty of Nursing Tanta University.

4. Professor of neuropsychiatry Department Faculty of Medicine Tanta University

Corresponding Author: Amina Ahmed Wahba El-Salamony

Abstract

Background: Violent behavior of psychiatric patients is a public health problem. It presents obvious risks of injuries or death of assailants and their victims. Consequently, control of violence in health care setting becomes a top priority to maintain the milieu and safety on the psychiatric unit.

Objective: This study aimed to evaluate the effect of the psycho - educational program about violence on nurses' knowledge and practice.

Design: This study followed a quasi- experimental research design.

Setting: This study conducted at Tanta Mental Health Hospital affiliated to ministry of health and population.**Subject:** The subjects of this study included 50 psychiatric nurses 20 of them work in female ward, and 30 nurse works in male ward.

Tools:Two tools were used to collect data;

tool1part1:socio-demographic characteristics for nurses,

part2: Structured Nurse's Knowledge Questionnaire,

tool2:Observational Checklist for Nurses' Practice Related to Patient Violence.

Results:The main results revealed that studied nurses' knowledge and practice regarding psychiatric patient violence were improved after implementation of the educational program. Also, there were statistically significant positive correlation between nurses' level of knowledge and level of practice related to psychiatric patients' violence. But, there was no statistically correlation between nurses' level of knowledge and level of practice related to violence before implementing the educational program.

Conclusion: The present study concluded that the educational program sessions showed highly statistically significant improvements in nurses' knowledge, and nurses' practices toward violent patient.

Recommendations: This study recommended implementing further educational program for nurses concerning the pattern of communication and behavioral management for violent patients.

Key words: Violence, Educational Program, Nurses' Knowledge, Nurses' Practice.

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I. Introduction

Violence is one of the most difficult problems facing psychiatric nursing in recent years. It is a very complex phenomenon and its' causes in mental health care settings are very varied. Violent behavior has been identified as a national health concern and a priority for intervention in the United States, where occurrences exceed 2 million per year⁽¹⁻³⁾. Psychiatric nurses have a higher chance of being the first professionals in contact with violent patient. Thus they should be able to identify them and discontinuing the cycle of violence⁽⁴⁾.

Violence has been defined as any act, word, even attitudes such as an intimidating facial expression, that creates fear or negative feelings, leading to physical or psycho-social unwanted results. Violence also can be defined as any actions or inaction, premeditated and done consciously or unconsciously, with the intention to harm, whether physically, emotionally, psychologically, or spiritually⁽⁵⁾.

Violence is a multifaceted problem, which may take on several forms such as verbal abuse, physical assaults, aggression, harassment, bullying, intimidation, threatening.⁽¹⁾ Physical, verbal violence and sexual harassment are the major types of violence reported in psychiatric setting^(6,7).

Regarding the risk factors for violence it was founded that, the risk of future violence increases linearly with the number of past violent events, a history of impulsivity, male gender, young adulthood, lower intelligence, history of head trauma or neurological impairment, dissociative states, history of military service,

weapons training, and diagnoses of major mental illness, persecutory delusions, command hallucinations, treatment non adherence, and also, depression, hopelessness, suicidality, feasibility of homicidal plan⁽⁸⁾.

Studies of violence in psychiatric hospitals indicate that violence in healthcare settings is significant and needs to be stopped⁽⁹⁾. It is vital to nurses that, hospitals adopt prelisted protective factors for violence⁽¹⁰⁾. These factors includes providing security, assessment and documenting the risk of violent behavior of patients, alarm systems⁽¹¹⁾, providing fair assignments, and restricting public access during providing care for patients; improving security systems and measures, restricting public access, and controlling visiting times⁽¹²⁾ security officers, camera systems, a closed-door policy⁽¹³⁾; and adequate staff numbers are very helpful in dealing with violence^(6,12).

There are numerous consequences of violence on nurses, most of these consequences considered psychological consequences, that may include becoming suspicious, feeling anger,^(11, 14) embarrassment, depression, lack of nurses' safety all the time in the work place; fear or stress; becoming anxious; being super-alert or watchful and on guard; and post traumatic stress disorders symptoms^(12, 15-17).

Among clinical staff, psychiatric nurses are the first to make contact with patients and their families, and keep close relationships with them. Accordingly, the nurses should have the knowledge and skills of emergency care, as well as evaluate the precise circumstances, and determine cases of physical, sexual, or violent behavior and injury and provide appropriate nursing, and legal services to the patients⁽¹⁸⁾. Also, nurses should be particularly sensitive to the violent client's need to feel safe, secure, and in control of his or her body. They should consider maintaining the client's personal space, assessing the client's anxiety level, and asking permission before touching him or her for any reason. Because the nurse may not always be aware of a history of abuse when initially working with a client, nurses should apply these cautions to all clients in the mental health setting^(2,3).

Many nurses have not been trained to manage unstable situations. So, violence threatens the welfare of the psychiatric patients, staff and visitors alike⁽¹⁹⁾. Accordingly, psychiatric nurses need to be skillful in violence assessment to assist in prevention and implementation of aversion strategies, identify indicators of violence at patients' first point of contact with the health system, learn breakaway techniques to promote personal safety, self-defense techniques, and ways to avoid provoking patients. Other essential skills include assessment of the environment for hazards,⁽²⁰⁻²⁴⁾ escape routes, effective communication strategies and skills, assertiveness techniques, conflict resolution, stress and anger management^(12,25,26). Therefore, this study provides the baseline data, based on the psycho educational program for nurses can be developed to correctly identify violent situations and provide effective intervention.

Aim of the study: The aim of this study was to evaluate the effect of the psycho - educational program about violence on nurses' knowledge and practice.

Research hypothesis: Psychiatric nurses' knowledge and means score about violence increased after implementing the psycho-educational program.

Subjects & Method

Research design:

A quasi- experimental research design was used in this study.

Research setting:

The study was conducted at Tanta Mental Health Hospital affiliated to the Ministry of Health and Population. It has a capacity of 107 beds divided into four wards two wards for females (40 beds) and two wards for males (67 beds). It also provides health care services to three governments, namely Gharbya, El-Menofeya, and Kafr- El-sheikh. It works 7 days/ week, 24hrs/ day.

Subjects:

A sample of 50 psychiatric nurses (calculated using Epi- Info software) 20 of them work in female ward, and 30 nurse works in male ward, they were selected randomly for this study. These subjects fulfilling the following criteria:

- Willing to participate in the study.
- Provide direct care to psychiatric patients.
- Have experience in psychiatric field
- Both sex

Tools of the study:

The data of this study was collected using the following tools:

Tool I: it divided into two parts

Part one: Socio-demographic characteristics for nurses: Which includes nurses' name, age, sex, level of education, years of experiences, marital status, and residency.

Part two: Structured Nurse's Knowledge Questionnaire: This questionnaire was developed by *Mohammed (2001)*⁽²⁷⁾, to assess nurse's knowledge regarding psychiatric patients' violence. The questionnaire consisting

of 23 questions, there are three responses for each question: incorrect (0), partially correct (1), and completely correct (2). It includes group of questions to assess the nurse's level of knowledge related to:

- Knowledge about nature of violence, it included: the meaning, high risk factors and knowledge about most common diseases associated with violence (4 items),
- Knowledge about behavior, and predictable signs of violence (3items),
- Knowledge about patient's needs and methods of prevention of violence (4 items),
- Knowledge about treatment of violence: types, indications, and purposes (4 items),
- Identifying the role of nurse towards therapeutic environment, seclusion and restraint (7 items),
- Information related to basic items in recording violence (1 item).

Scoring system:

Evaluation of this questionnaire was as follows:

- Less than 50% = Poor knowledge about violence
- From 50 – 75% = Fair knowledge about violence
- More than 75% = Good knowledge about violence

Tool II: Observational Checklist for Nurses' Practice Related to Patient Violence. It was developed by the researcher^(2, 28-32) to assess the nurse's practice in dealing with patients' violence. There are two responses for each question: done (1) not done (0). The questionnaire includes 30 items grouped into 5 subscales, namely:

- Acceptance of the patient as a human being(8 items),
- Use of therapeutic communication skills (9 items),
- Reduce environmental stimuli (2 items),
- Maintain safety environment (5 items),
- Help patient to learn self-control behavior (6 items).

Scoring system:

Every nurse can receive scores ranging from minimum (0), and maximum (30) grades classified as follows:

- Less than 65% = unsatisfactory practice in dealing with patients' violence.
- More than 65% =satisfactory practice in dealing with patients' violence.

Method

The steps that have been followed in this study were as follows:

1. This study was approved by the research and ethical committee at faculty of nursing, Tanta University.
2. An official letter was obtained from faculty of nursing, Tanta University to the director of Tanta Mental Health Hospital to obtain his permission for data collection. The director was informed about the goal of the study, the date and time of data collection before permission.

3. Ethical consideration.

- Informed consent to participate in the study was obtained from the nurses after explanation of the purpose of the study.
- Assure the participants about their privacy and confidentiality of the obtained data, and it used only for the purpose of the study.
- The participants were informed that they have the right to withdraw from the study at any time if they want.

4. Preparation of tools

- Observational Checklist for Nurses' Practice Related to Patient Violence (Tool II) was developed by the researcher after reviewing the literature,^(2, 28-32) and was translated into Arabic language by the researcher.
- Tool 1 and tool II was tested for content validity by a jury of five experts in the field of psychiatric nursing to ascertain the appropriateness of items for measuring what they are supposed to measure and was proved to be valid.
- Before embarking in the actual study, a pilot study was carried out on 10% of the subjects (5 nurses) after taking their oral approval and explanation the purpose of the study to ascertain the clarity and applicability of the study tools and to identify obstacles that might be faced during data collection. After collecting pilot study, it was found that each nurse require 25-30 minutes to fulfill study tools and no modification was done for all tools .It was applicable and clear to nurses in pilot study. Those subjects were selected randomly and they were excluded later from the study sample.
- Internal consistency of tool (I) was assessed using Cronbach's Alpha coefficient which yielded values of 0.971.

- Internal consistency of tool (II) was assessed using Cronbach's Alpha coefficient which yielded values of ($r = 0.801$).
- 5. **Actual study:** it was divided into the following phases:
 - i. **Assessment Phase: -**
 - The researcher selected 50 nurses who meet inclusion criteria.
 - The selected nurses undergo a pre-test using tool I (Structured Nurses' Knowledge Questionnaire) and then they were asked to fill it as pre intervention assessment. This was done as a self report in an individual basis, and in the presence of the researcher. This was completed in around 25-30 minutes, and tool II (Observational Checklist for Nurses' Practice Related to Patient Violence) which applied by indirect observation to each nurse during their contact with violent patients. The time of observation was at least 25 minutes in the morning shift in three days respectively because the numbers of nurses are more available in the morning shift than other shifts. This phase aimed to determine the study subject's needs as a base line of training program.
 - ii. **Planning Phase: -**
 - The psycho-educational program was developed by the researcher based on data from the assessment phase and reviewing of the recent related literatures.^(2, 3, 32- 35)The prepared program was translated into a simplified Arabic language by the researchers to ascertain its content and appropriateness and applicability. Accordingly, the required modifications and corrections were carried out.
 - **The goal of the program:** the psycho educational program was developed to improve nurses' knowledge and practice about violence of psychiatric patients at Tanta mental health hospital.
 - iii. **Implementation Phase:-**
 - The educational program was carried out in the training room at Tanta Mental Health Hospital on small group basis. This room was prepared specifically by the hospital for continuing teaching and training nurses and consisted of 12 chairs, arranged in a circle shape, and portable laptop and data show.
 - The study subject (50 nurses) was divided into several subgroups (10 nurses for each). Each subgroup received nine session (one session / day / three days / per week /for 3 weeks). All sessions was given at the morning shift. The time of each session take about two hours.
 - The educational program was divided into the following sessions:
 1. **Session 1:** Include introductory session, establishing relationship, obtain verbal consent, explain aim of the program and its' schedule.
 2. **Session2:** Involve teaching about definition of terms related to violence, high risk factors of violence.
 3. **Session 3:** Include teaching about the most common disease associated with violence, predictable signs of violence, patients' needs (physical, psychological).
 4. **Session 4:** Include discussing different ways of violence de escalation, prevention.
 5. **Session 5:** Include teaching, discussing psychiatric nurse's role toward patients' violence including process of assessment and intervention.
 6. **Session 6:** Include teaching treatment modalities that may be used for violent patients (psychopharmacological treatment).
 7. **Session 7:** Include teaching and training about behavior therapy regarding violence
 8. **Session 8:** Include discussing and training about the therapeutic communication skills, and the therapeutic environment for managing violence.
 9. **Session 9:** Include training about physical treatment e.g. seclusion & restraint, termination of the program, and immediate posttest.
 - The educational program was given using lecture interwoven with discussion. Also, role play was carried out between studied nurses themselves and studied nurses with researcher as a teaching method for application of seclusion and restraint. Additionally, group discussion was used to enhance interest and promote active involvement of nurses. In addition to the actual examples, and illustrations which provided by the researcher for assuring understanding and the subjects also provided additional examples from their own personal and professional experiences. Lecture was given in an obvious, simple way using attractive power point presentations.
 - The researcher act as an initiator, provider of information and encouraged exploration of their responses, issues or concepts. The researcher also acted as a group leader who operated as a facilitator, teacher, and trainer. Also, studied nurses' individual differences and level of understanding, preferences, and their clinical experiences were all taken into concern during educational program sessions. During all sessions, nurses were always motivated to share in these sessions either externally (by rewarding them through giving them paper notes and pens, and offering tea breaks), and internally by positive comments and satisfying their needs for knowing by answering their questions, and expressing their emotions.
 - At the end of each session, nurses were asked questions on what was presented at the session to assess their understanding. This was followed by summarization of the main points discussed in each session.

- At the end of the program for each subgroup, printed colored booklet of the educational program was given to all study subjects.

iv. **Evaluation Phase:**

The evaluation of the implemented program was done by reapplying of tool I, tool II to psychiatric nurses and perform as same as pre- test. This was done as follows:

- Immediately after implementation of the program.
- Three months later after program implementation.

The study was conducted in July 2017 and finished in January 2018.

Statistical analysis:

- The collected data was organized, tabulated, coded, and statistically analyzed using SPSS software statistical computer package version 16.0
- Statistical presentation and analysis of the present study was conducted using frequency, percentage, arithmetic mean, standard deviation, the linear correlation coefficient, chi-square, analysis of variance [ANOVA] tests, and Paired t-test.

II. Results:

Table 1: Presents the distribution of studied nurses according to their socio-demographic and work characteristic. The results revealed that, (54%) of studied nurses were < 30 years with the mean age (30.720 ± 6.2826) years, the majority of them were female (66%). Regarding their marital status, (70%) of nurses were married and (52%) of nurses come from urban areas. In relation to their educational level, (44%) of studied nurses had bachelor of nursing. Regarding experience year in nursing as a general, (40%) of them had experience >10 years, and (38%) of studied nurses had experience < 5 years in psychiatric nursing with mean, (8.102 ± 4.66032) years.

Figure 1: shows studied nurses' total score of knowledge about violence before and after educational program. The results showed that, 8% of studied nurses had a good level of knowledge regarding patients' violence before the educational program. While it increased to reach 82% to fall in the same category immediately after the educational program implementation compared with 78% of nurses fall in the same category three months after the educational program implementation.

Table 2: Represents distribution of the studied nurses in relation to their mean score of knowledge about violence. it can notice that studied nurses had mean score of knowledge about violence before program (40.4200 ± 8.15185) while this level became (61.9200 ± 9.48864) immediately after program then descends after three month to become (61.1400 ± 11.04353). The results revealed that, there were statistically significant differences between nurse's knowledge about violence before and immediately after the educational program while P-value = 0.000. but, there were no statistically significant differences between mean score immediately after and three months after the educational program implementation where ($t = .369$, P-value = 0.714).

Table 3: Presents the Comparison between mean score of practice intervention for patients with violence before, immediate and three months after educational program. The results revealed that, in relation to "accepting the patient as human being " (section I) there were statistically significant differences between mean score before the program and immediately after the program as ($t = 2.432$ at P value = 0.019) and also, there were statistically significant differences between mean score before and three months after the program implementation at ($t = 4.563$, P value = 0.000). While there were no statistically significant differences between mean score immediately after the program and three months after the program implementation where ($t = 1.387$, P value = 0.172).

Regarding, nurses' skills about "Use therapeutic communication skills" (section II), the results showed that, there were statistically significant differences between mean score before the program, immediately after and three months after the program implementation at **P value** < 0.05.

Concerning, "reduce environmental stimuli" (section III) the results illustrates that, studied nurses mean score before program was (2.5200 ± 0.67733), whereas this level became (3.8000 ± 0.49487) immediately after program then descend after three month to become (3.2200 ± 0.84007) and this differences were statistically significant as **P value** = 0.000

In relation to, maintain environmental safety (section VI), the results revealed that, there were statistically significant differences between mean score before the program, immediately post and three months after the program implementation at P value = 0.000.

Regarding, "helping patient to learn self-control behavior" (section V), the results revealed that, nurse's ability to learn patient self-control behavior was improved after program as there were statistically significant differences between mean score before the program, immediately post and three months after the program while P value < 0.05.

Finally, regarding the total mean score of studied nurses' practice related to patient violence, the results revealed that, there were statistically significant differences between mean score before the program and immediately after at ($t= 13.931$, $P \text{ value}=0.000$) as well as between mean score before and three months after the educational program implementation at ($t= 7.502$, $P \text{ value}= 0.000$), also, there were statistically significant differences between mean score immediately after the program and three months after the program at ($t= 2.995$, $P \text{ value}= 0.004$).

Table 4: illustrates the correlation between psychiatric nurses' knowledge and practice related to psychiatric patients' violence. The results revealed a statistically significant positive correlation between nurses' knowledge and practice related to psychiatric patients' violence immediately after and 3 months after implementation of the educational program where ($r= 0.861$, $P\text{-value}= 0.019$) ($r= 0.418$, $P\text{-value}= 0.003$) respectively. But, there were no statistically significant correlation between nurses' knowledge and practice related to psychiatric patients' violence before implementing the educational program as $r= 0.180$, $p\text{-value}= 0.211$.

Table (1): The Distribution of the Studied Nurses According to Their Socio-Demographic and Work Characteristics

Socio-demographic Characteristics	Studied nurses (n=50)	
	No.	%
Age in years:		
<30	27	54.0
30 – 40	18	36.0
> 40	5	10.0
Mean \pm SD	30.720 \pm 6.2826	
Sex:		
Males	17	34.0
Females	33	66.0
Marital status:		
Single	11	22.0
Married	35	70.0
Divorced	4	8.0
Residence:		
Urban	26	52.0
Rural	24	48.0
Educational level:		
Nursing diploma	14	28.0
Bachelor of nursing	22	44.0
Technical nursing institute	14	28.0
Experience at general nursing in years		
<5	13	26.0
5 – 10	17	34.0
> 10	20	40.0
Experience at psychiatric nursing in years		
<5	19	38.0
5 – 10	16	32.0
> 10	15	30.0
Mean \pm SD	8.102 \pm 4.66032	



Figure (1) Comparison of Studied Nurses' Total Score of Knowledge About Violence Before, Immediate and Three Months After Implementation of The Educational Program.

Table (2) Distribution of the studied nurses in relation to their mean score of knowledge about violence before, immediate and three months after implementation of the educational program.

Educational program	Studied nurses' knowledge about violence (N = 50)			Paired T-test		
	Mean	±	SD	Comparison	T	P-value
Before	40.4200	±	8.15185	Before –Immediate	13.308	.000*
Immediate	61.9200	±	9.48864	Before -After 3 months	10.719	.000*
After 3 months	61.1400	±	11.04353	Immediate-After 3 months	.369	.714

*Statistically significant

Table (3) Comparison between mean score of practice interventionfor patients with violence before, immediate and three months after educational program.

Items		Mean		SD	Comparison	Paired T-test	
		±	±			T	P-value
I. Accept the patient as human being	Before	13.6000	±	2.16654	Before –Immediate	2.432	.019*
	Immediate	14.8200	±	2.40484	Before -After 3 months	4.563	.000*
	After 3 months	15.3200	±	1.25259	Immediate-After 3 months	1.387	.172
II. Use therapeutic communication skills	Before	12.3600	±	2.13580	Before –Immediate	11.914	.000*
	Immediate	16.5200	±	1.46022	Before -After 3 months	6.206	.000*
	After 3 months	15.3400	±	2.46287	Immediate-After 3 months	2.852	.006*
III. Reduce environmental stimuli	Before	2.5200	±	.67733	Before-Immediate	11.186	.000*
	Immediate	3.8000	±	.49487	Before-After 3 months	4.249	.000*
	After 3 months	3.2200	±	.84007	Immediate-After 3 months	4.529	.000*
IV. Maintain safety environment	Before	7.6200	±	1.56349	Before-Immediate	8.648	.000*
	Immediate	9.7600	±	.82214	Before-After 3 months	3.846	.000*
	After 3 months	8.8400	±	1.47579	Immediate - After 3 months	3.968	.000*
V. Help patient to learn	Before	7.2000	±	.92582	Before-Immediate	21.929	.000*

self-control behavior	Immediate	10.5600	±	1.03332	Before-After 3 months	7.136	.000*
	After 3 months	9.4800	±	1.86526	Immediate-After3 months	3.356	.002*
Total performance	Before	43.3000	±	5.00714	Before-Immediate	13.931	.000*
	Immediate	55.4600	±	3.55832	Before-After 3 months	7.502	.000*
	After 3 months	52.2000	±	6.02037	Immediate-After 3 months	2.995	.004*

*Statistically significant

Table (4): Correlation Between Nurses' Knowledge and Practice Related to Patients' Violence

Nurses' level of knowledge about psychiatric patients' violence	Nurses' level of practice related to psychiatric patients' violence	
	R	P
Before intervention	0.180	0.211
Immediately after	0.861	0.019 *
After 3 months	0.418	0.003*

*Statistically significant

III. Discussion

Nurses serve as the frontline care providers in the country's health system particularly the mental health system. These nurses, face the huge challenge of providing nursing care to violent psychiatric patients. Patients' violence is a global issue, and major problem in both developed and developing countries which represented in the use of physical force, verbal abuse, threat or intimidation, which can result in harm, hurt or injury to self or to another person. Fear from patients' violence affects the performance of Health Care Providers and decreases their responsiveness to healthcare needs of the patients⁽³⁶⁻⁴⁰⁾. Thus, it is required for nurses to have the necessary knowledge and skills to manage mentally ill, violent patients without being hurt in the process. In order to do this, psychiatric nurses need to be educated and trained in understanding patient's violent behavior to increase the confidence of psychiatric nurses when confronted with violent patients and to be able to reduce the risk of injuries to both psychiatric nurses and patients. So the present study aimed to evaluate the effect of the psycho-educational program about violence on nurses' knowledge and practice.

Regarding knowledge of studied nurses about patients' violence, the present study represented improvement in the total knowledge level immediately after and after three months from implementation of the educational program compared with before the implementation of the educational program. This result may be probably due to the immediate effect of educational program sessions which was based on the nurses' needs in addition to its clarity, simplicity, frequent repetition, and motivating staff to participate in the program in addition to, at the end of each session, nurses were asked questions on what was presented at the session to assess their understanding. This was followed by summarization of the main points discussed in each session. The positive impact of the training program may also be explained by the fact that this program meets the recommendations formulated in the literature regarding staff training to prevent violence^(41, 42). For instance, in review of the literature on this subject, *Beech and Leather (2009)* reported that a good training program should contain theory (understanding aggression and violence in the workplace), prevention (assessing danger and taking precautions), interaction (with aggressive people), and post-incident action (reporting, investigation, counseling, and other follow up)⁽⁴³⁾. The program also includes recommendations made by *Abu Al Rub et al.(2010)* according to whom a training program should include the recognition of verbal and nonverbal signs of aggression, risk assessment and management, de-escalation tactics, and post-incident support⁽⁴⁴⁾.

Additionally, the result of the present study come in agreement with the study done by *Arguvanli S. et.al.(2015)*, who revealed that, aggression management training program (AMTP) was found to increase knowledge level of nurses and led to positive changes at their aggression perceptions⁽⁴⁵⁾. Indeed, *Kollipara S. et.al. (2015)*, revealed that, the significant effect of training program was found on knowledge scores of the staff nurses regarding management of patient with violent behavior⁽⁴⁶⁾. In contrast to this finding, *Bekelepi N. (2015)*, founded that, the majority of participants had not received any kind of training in the management of violence and the training that is provided, is not effective to equip them with the knowledge and skills to manage in-patient violence⁽⁴⁷⁾.

In relation to, nurses' level of practice related to patients' violence, the result of the present study illustrate that, there was statistically significant differences between nurses' level of practice before and after implementation of the educational program. This result may be related to the direct effect of the educational program which focuses on both knowledge and skills that needed to deal effectively with psychiatric patient with violent behavior. Also, the researcher used a variety of methods mainly role play, demonstration and re

demonstrations as method of teaching also used lecture and group discussion, video to make sure that nurses understand clearly how to deal with violent patients. This result is in accordance with study done by **Fathy Sh.(2012)**, who founded that there were highly statistically significant differences between nurses' level of skills pre/ post counseling⁽⁴⁸⁾.

In the same direction,**Baig, L. et.al. (2018)**,proved that, the intervention group had higher perceived confidence levels and coping skills to deal with aggression when compared with the control group⁽⁴⁹⁾. In contrast to this finding, **Tema et al. (2011)**,reportedthat, nurses felt that they did not receive enough training in order to gain enough knowledge and be skilled in handling violent patients⁽⁵⁰⁾. However, **Letlape H. (2012)** asserts that psychiatric nurses who attend in-service training and are empowered with latest psychiatric knowledge and skills are more effective when dealing with violent psychiatric patients and are able to reduce the risk of injuries to both nurses and patients⁽⁵¹⁾.

Finally, regarding correlation between psychiatric nurses' level of knowledge and level of skills to deal with psychiatric patients' violence. The results of the present study revealed that there is a statistically significant positive relationship between nurses' level of knowledge and level of skills to deal with psychiatric patients' violence. This result indicated that when nurse's knowledge about violence increased, in return, the psychiatric nurses' level of skills to deal with the violent patient increase. These results may be interpreted by the fact that " in order to deal effectively with violent patient nurses must have sufficient knowledge data base that help them to understand everything about patients' violent behavior". Also, the educational program cover all necessary knowledge about violence of psychiatric patients that needed to intervene effectively with violent patient and also the researcher motivate the studied nurses to apply learned knowledge in clinical field during dealing with violent patient.

This result is contrary to **Fathy Sh.(2012)**, who showed that, there were no correlation between psychiatric nurses' level of knowledge and level of skills to deal with psychiatric patients' violence⁽⁴⁸⁾.

IV. Conclusion and Recommendations

Based on the light of the findings of this study,it was concluded that the implementation of the educational program sessions showed highly statistically significant improvements in nurses' level of knowledge about violence, and nurses' practices toward violent patient. Additionally, there was a statistically positive relationship between nurses' level of knowledge about violence and their level of practice toward violent patient. Accordingly, when nurses' level of knowledge about violence increased, their ability to deal with violent patient improved.

Based on the findings of this study, the following recommendations are suggested:

V. Recommendations Regarding Education

- Adding a qualitative research approach that enriches the nurses' theoretical and practical background concerning psychiatric patient violence management.
- Implementing further educational program for nurses concerning the pattern of communication and behavioral management for violent patients.
- Generalize the application of the educational programs for all psychiatric nurses to provide a better understanding about violence of psychiatric patient and how to deal effectively with them.
- Continuous In-service training programs need to be implemented for nurses to provide necessary knowledge and skills about violence of psychiatric patient in clinical practice area.
- Establish workshops and holding seminars to help the nurses refresh their knowledge about violent patient and discuss their daily problems facing them in workplace.

Recommendations regarding hospital administration:

- Provide ways of accessing information to nursing staff as internet unit, library books and digital library to be able to know new trends about assessment and management of violence of psychiatric patient.
- Developing in-service an educational department to help in preparing nurses prior to work to upgrade their knowledge and skills regarding violence periodically.

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