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## Current Review of Code White Publications

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### Main Takeaways Messages

Simulation-based and role-play training programs that reflect real-world instances of workplace violence (WPV) significantly improve participants' confidence in managing agitation, delivering empathetic care, and using effective communication to de-escalate conflict.

- Realism is a critical component; simulations are most effective when they authentically mirror clinical experiences.
- Debriefing sessions are essential to help participants reflect on their performance and apply key insights to their roles.
- These programs are especially valuable for students or trainees with limited exposure to WPV and should be integrated into post-secondary nursing curricula to fill existing educational gaps.

### Literature Reviews

1. Duncan, G., Gable, B., Schabbing, M., & Gable, B. D. (2023). Interdisciplinary Simulation Training Reduces Restraint Use in the Emergency Department: A Pilot Study. *Cureus*, 15(6).

The article focused on the impact of an interdisciplinary training simulation designed to reduce the use of physical restraints in the ED. It was mentioned that up to 84% of agitated patients are placed in restraints during their hospital stay. These methods should only be considered as a final management option and have a detrimental impact on a patient's feeling of freedom and personal dignity while in the ED. Thus, the training program was designed to improve communication, teamwork, and de-escalation skills in managing agitated and aggressive behavior that often leads to the use of physical restraints. The program consisted of a 30-minute lecture on communication techniques and the early use of medication for managing agitated patients which was followed by simulation training involving a standardized patient (SP) and a debriefing on the themes covered in lecture and simulation. The program focused on creating a culture of dignity and respect for patients along with showing attentiveness to the emotional safety of patients. After the simulation, 86% of participants felt more confident in their ability to manage agitated patients after participating in the simulation and 93.1% of participants intended to use what they learned in future practice. Overall, the article demonstrates the effectiveness of realistic interdisciplinary simulation training in reducing the use of physical restraints in the ED.

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2. Kumari, A., Sarkar, S., Ranjan, P., Chopra, S., Kaur, T., Baitha, U., ... & Klanidhi, K. B. (2022). Interventions for workplace violence against health-care professionals: A systematic review. *Work*, (Preprint), 1-13.

A literature review of interventions aimed at addressing workplace violence targeting healthcare professionals was conducted. The study examined existing research studies to assess the effectiveness of various interventions in preventing and managing workplace violence incidents. The article mentions the negative effect that episodes of WPV have on feelings of safety in hospitals along with the impact on the reputation of the health-care system if WPV goes unchecked. The findings of the review indicate that multi-component interventions, which combine different strategies, tend to be more effective in mitigating workplace violence. These interventions often involve a combination of policy changes, training programs focused on communication and de-escalation techniques and support services for healthcare professionals who have experienced violence. While the review identified several effective interventions, the authors note the need for further research to strengthen the evidence base and explore the long-term impacts of these interventions. In addition, the authors advocate for a general consensus in defining WPV in the literature to ensure internal consistency amongst interventions and educational programs. This would in turn lead to effective treatment guidelines and early assessment of WPV risk factors.

3. Martinez, A. J. S. (2017). Implementing a workplace violence simulation for undergraduate nursing students: a pilot study. *Journal of psychosocial nursing and mental health services*, 55(10), 39-44.

The article discusses the implementation of a workplace violence simulation program that aimed to foster realistic training and preparedness in handling WPV incidents in healthcare settings for undergraduate students enrolled in a psychiatric nursing program. It was stated that training using evidence-based approaches to manage incidents is effective in managing situations of WPV but also creates a safe working space for RNs and hospital staff. Researchers developed a simulation program which used a standardized patient (SP) to replicate the symptoms and developments of an agitated patient during a mental health emergency and administered pre and post test simulation surveys to participants to address their confidence in managing instances of WPV. The article outlines the key components of the simulation program, which include realistic simulations with standardized patients or actors, debriefing sessions, and opportunities for reflection and feedback. The authors discuss the positive outcomes of the workplace violence simulation program, including increased confidence and a better understanding of strategies for preventing and managing workplace violence, which was supported by an improvement in participants' knowledge of WPV techniques from 6% to 53%. They also highlight the program's potential to promote a culture of safety and resilience among nursing students.

4. Meyer, K., James, D., Amezaga, B., & White, C. (2022). Simulation learning to train healthcare students in person-centered dementia care. *Gerontology & Geriatrics Education*, 43(2), 209-224.

The article discusses a review of simulation learning programs as an effective method to train healthcare students in providing person-centered care for individuals with dementia. It emphasizes the importance of person-centered care in improving the quality of life and overall well-being of individuals with dementia. It was reported that programs that promote physical therapy and increased confidence in delivering care to patients with dementia and managing behavioral and psychological symptoms of dementia. The article discusses the different components of simulation learning for dementia care, including the use of standardized patients, virtual reality technology, and realistic scenarios through the use of interviews with healthcare trainees in a virtual dementia program. The article advocates for the modification of training processes in dementia health care curriculum to include simulation training as an addition

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to current teaching methods. The article highlights the benefits of simulation-based learning in developing essential skills and improving students' knowledge and confidence in providing compassionate care for individuals with dementia.

Three main themes in their review:

- Dementia simulation complements and enhances traditional teaching methods.
  - Simulations fill an education gap that lectures and textbooks do not address
- Dementia simulation helps students understand the unique experiences of patients with dementia
  - Helps to build empathy and modify students' views on the difficulties of living with dementia
- Simulations allow students to reflect on potential actions that they would take in real life situation
  - Students are prepared to be patient with patients living with dementia

5. Solorzano Martinez, A. J., & De Oliveira, G. C. (2021). Workplace violence training programs for nursing students: A literature review. *Journal of the American Psychiatric Nurses Association*, 27(5), 361-372.

The article provides a comprehensive analysis of existing research studies focused on workplace violence training programs specifically designed for nursing students. The review examined the effectiveness of these programs in preparing nursing students to prevent and respond to workplace violence incidents and highlights the prevalence and negative impact of WPV on nursing students, including physical and verbal abuse from patients, visitors, and even colleagues. As a result, the study iterates the importance of integrating WPV training in the current curricula as effective programs are not usually taught despite overwhelming evidence to support their usage. Researchers used 5 databases to identify articles that address various types of workplace violence training programs and identified three types of training programs used in the literature. The findings of the literature review suggest that workplace violence training programs positively contribute to increased knowledge and awareness of workplace violence, improved confidence and self-efficacy in managing violent situations, and enhanced communication and de-escalation skills. The majority of these findings are highlighted in simulation-based programs and role-play programs. The authors call for the mandate of WPV training in all schools and the importance of reinforcing zero-tolerance policies for WPV in their institutions.

Types of training programs:

- Simulation-based training programs
  - May be technology-based
  - Use of standardized patients and role play scenarios to emulate real-life situations that put knowledge into practice
  - Proven to increase students' confidence in managing WPV and their knowledge of the assault cycle
- Roleplay
  - Re-creation of real-life situations of WPV
  - Proven to increase observational skills and empathy amongst students
- Generic WPV training programs
  - Includes online training modules and lectures

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6. Millar, J., Andargache, E., & Oliver, N. (2022). A different state of mind: developing a mental health simulation programme for foundation doctors in Scotland. *International Journal of Healthcare Simulation*, 2(null), A47-A47.

The article focuses on the development of a mental health simulation program designed to improve the skills and confidence in managing mental health emergencies in first-year foundation doctors in Scotland. 68 first-year foundation doctors in Scotland were recruited for the study and underwent code white simulation training. The simulation program was developed through a collaborative effort involving psychiatrists, medical educators, and simulation experts. Immersive training scenarios were designed to reflect real-life mental health emergencies and likely experiences in general hospital wards that first-year foundation students would encounter. Participants in the study completed pre and post-test questionnaires regarding their confidence in managing mental health-related situations and the realism of the simulation training part of the study. Among the participants, confidence in verbal de-escalation improved from 26% to 88%, preparedness in assessing a patient with suicidal thoughts improved from 41 to 97% and 97% of participants reported that the scenarios were realistic to their clinical experiences. Overall, the study iterates the significance of realistic simulations in equipping healthcare professionals with the necessary skills and confidence to address mental health challenges amongst patients effectively.

7. Power, T., Kennedy, P., Chen, H., Martinez-Maldonado, R., McGregor, C., Johnson, A., ... & Hayes, C. (2023). Learning to Manage De-escalation Through Simulation: An Exploratory Study. *Clinical Simulation in Nursing*, 77, 23-29.

The article explores the use of simulation as a training method for improving de-escalation skills among third-year nursing students using a role-play methodology in simulation training. Researchers created simulated scenarios that mimic real-life situations involving conflict and aggression and assessed data related to overall participants' decision-making, communication strategies and overall effectiveness in managing the escalation of potentially aggressive situations. Participants who underwent the training demonstrated improvements in their ability to manage conflict, make appropriate decisions, and effectively communicate with individuals in high-stress situations. Additionally, participants noted that the use of a standardized patient was highly effective in creating an authentic simulation of an aggressive patient. The findings contribute to the growing body of research on effective training methods for professionals who encounter conflict regularly, offering valuable insights for designing future training programs in this domain.