



Using Cognitive Rehearsal to Address Incivility and Improve Collaboration among Nurses

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Background/Significance

- Incivility is defined as "rude, disruptive, intimidating and undesirable behavior directed at another person." (Stokowski, Clark, 2011).
- Nurse-to-Nurse Incivility is a global issue (Vessey et al. 2010).
- 88% of nurses admitted observing incivility. (Eggerstone, 2011)
- 88- 90% of nursing students are exposed to incivility in their academic programs/clinical settings by faculty, staff nurses and other students. (Lasiter et al., 2012)

Conceptual Framework



Stanley/Martin Applied Model of Oppressed Group Behaviors (2008)

Statement of the Problem

Incivility creates barriers to learning, destroys relationships, prevents collaboration and negatively impacts patient outcomes. Nurse administrators, educators, clinicians and students must have the necessary skills to develop collegiate relationships and to maintain a culture of civility.

Research Question

In senior nursing students, how does the use of a workshop using cognitive rehearsal (CR) affect student's perception of incivility and how to address it?

Methodology

Type: Descriptive qualitative design

Sample: 9 BSN senior nursing students from a mental health-nursing class

Study protocol: Educational workshop with a role play using cognitive rehearsal based on Griffin (2004)

- 1. Description and definitions of nurse-to-nurse incivility**
 - Definition, prevalence, behaviors and impact
 - Role play with actors to demonstrate nurse-to-nurse incivility
- 2. Description and explanation of cognitive rehearsal**
 - how to use it to address uncivil behavior,
 - distribution of cue cards,
 - Watch the actors address uncivil behaviors using cognitive rehearsal
- 3. Student role play using cognitive rehearsal**
 - Role play with actors to demonstrate use of cue cards
 - Play the role of the victim and switch roles play the role of the bully
- 4. Written survey addressing seven questions for perception of the workshop**

Survey Questions

1. What is your understanding of the definition of nurse to nurse incivility?
2. What were your feelings of observing a nurse being treated uncivilly in the role play?
3. What were your feelings of being treated uncivilly?
4. Describe your experience using Cognitive Rehearsal.
5. Describe your confidence level related to using Cognitive Rehearsal.
6. What more do you want to know about Cognitive Rehearsal?

Sample Cue Card

| Uncivil Behavior | Suggested Responses |
|---|---|
| Nonverbal innuendo (raising eyebrows/face making) | I sense or see from your expression that there may be something you wanted to say to me. It's okay to speak to me directly. |
| Failure to respect privacy | It bothers me to talk about that without his/her permission |
| Griffin (2004)-Abbreviated. | See handouts. |

Final Sample

- 9 mental health senior nursing students
- Gender- 8 females, (89%) 1 male (11%)
- Ages range 22 – 30
- 8 out of 9 (89%) participants reported experiencing uncivil behavior while in the nursing program or clinical setting
- Informed consent and IRB approval

Data Analysis

- Compiled the interviews
- Reviewed the data multiple times
- Line-by-line coding (Creswell, 1998)
- Used Word files to organize the data
- Themes through constant comparative analysis

Results

| Categories | Themes | Quotes |
|---------------------------|------------------------|---|
| What is incivility? | Negative Behavior | "Negative actions or body language," "Form of stalking or physical assault" |
| | Directed at New Nurses | "...negative language or behavior towards a new nurse or nurse in general" |
| Observing Incivility | Feeling Sympathetic | "I actually felt sorry for the victim" |
| | Wanting to intervene | "I feel like it is a helpless situation and I want to intervene" |
| | This is realistic | "Watching the role play made me realize this happens more often than I would like to admit." |
| Experiencing Incivility | Vulnerability | "I felt disrespected and looked down upon." |
| | Anger | "I wish had great power or authority to strike back" |
| Using Cognitive Rehearsal | A Way to Respond | "Cognitive rehearsal aided me to form an automatic response" |
| | CR was helpful | "I feel more confident about using CR to address uncivil behavior." |
| | Further Needs | "What would be the next course of action if the behavior does not stop and [incivility] continues?" |

Conclusions

- Cognitive Rehearsal was viewed by students as an effective, professional way to address incivility.
- Students expressed confidence in using Cognitive Rehearsal in the future.

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