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).
- 98% 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

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

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

Sample Cue Card

<table>
<thead>
<tr>
<th>Crane Behavior</th>
<th>Suggested Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonverbal/</td>
<td>I sense or see from your expression that there may be something you</td>
</tr>
<tr>
<td>raised eyebrows/</td>
<td>wanted to say to me. It’s okay to</td>
</tr>
<tr>
<td>face making</td>
<td>speak to me directly.</td>
</tr>
<tr>
<td>Failure to respect privacy</td>
<td>It bothers me to talk about that without</td>
</tr>
<tr>
<td>Griffin (2004)</td>
<td>his/her permission</td>
</tr>
</tbody>
</table>


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?

Results

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

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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