

Harm, Threat, or Challenge, Nursing Students in Clinical Education Settings

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Faculty Disclosure

Faculty Name: Constance Thomas, Ph.D., R.N.

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Goals and Objectives

Session Goal:

- Gain insights on students emotional and behavioral responses to incivility

Session Objectives:

List student's harm, threat, and challenges of encounters to incivility

Identify methods to prepare students for encounters with incivility



Incivility Defined

Rude or disruptive behaviors which often result in psychological or physiological distress for the people involved.

If left unaddressed, may progress into threatening situations [or result in temporary or permanent illness or injury].

(Clark, 2009, 2012)



Incivility is the Umbrella for Many Terms

Bullying (Hutchinson, et. al., 2010)

Horizontal or lateral violence (Morrow, 2009;
Anderson, 2002)

Mobbing (Yildirim et. al., 2007)

Professional terrorism (Farrell, 2007)

Vertical violence (Cantey, 2013)

These terms signify an action that degrades a person's dignity causing loss of self respect and may be injurious.



Background of the Study

Studies on Incivility (Cleary et. al., 2009; Andersson & Pearson, 1999)

Employed nurses workplace (Etienne, 2014; Embree & White, 2010)

Nursing education (Tiberious & Flak, 1999)

Faculty towards students (Ferns & Meerabeau, 2009; Bond, 2009; Clark, 2008)

Students towards faculty (Clark et.al., 2010; Clark & Springer, 2007)

Nursing curriculum (Clark et.al. 2011; Evans & Curtis, 2011; Griffin, 2004)



The Problem

Incivility is a serious problem that may contribute to nursing shortages, increased costs to healthcare, and patient safety concerns (OSHA, 2012; Harter & Moody, 2010; Hutton & Gates, 2008; NIOSH, 1996).

Little data to the exposure of incivility during clinical education was available or the effects on a students nursing career (Anthony & Yastik (2011),

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Research Question

Primary question: How do nursing students in a clinical education setting describe their experience with incivility?



Research Design and Data Collection

A basic qualitative study using interviews to identify recurring patterns and new themes.

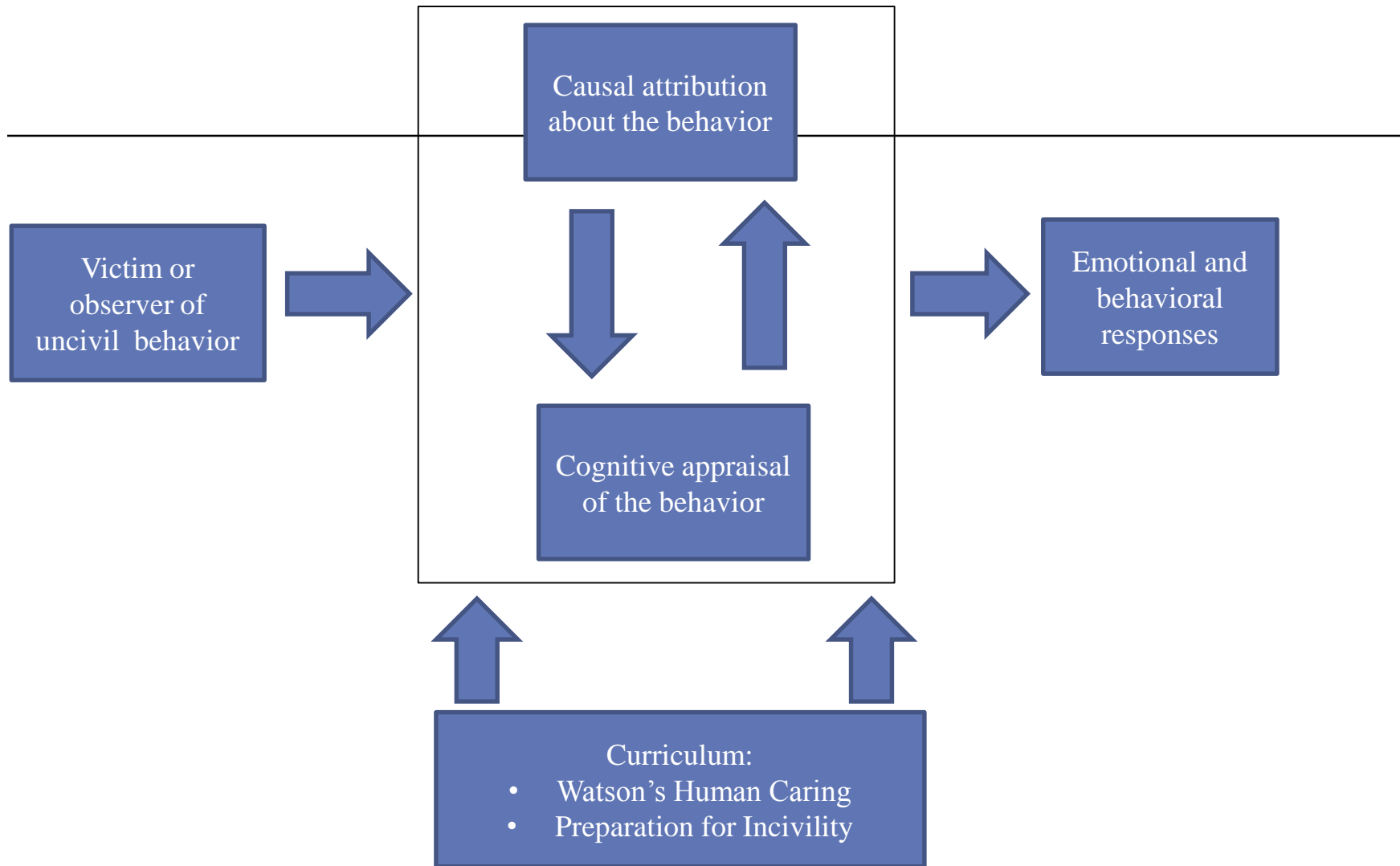
Twelve baccalaureate nursing students, 10 female, 2 males.

Traditional, non-traditional majority aged 18-24.



Theoretical Framework

- Cognitive Appraisal Theory (Lazarus 1966)
- Attribution Theory (Heider, 1958)
- Watson's Human Caring Theory (Watson, 1998)
- Meaning-Making Model (Marchiondo, 2012)



Meaning Making Model of Students' Experience of Incivility ©



Predominant Themes

Unprepared

Emotional Harm

Abandonment

Devalued

Challenged



Unprepared

“I didn’t know it could happen in school, in your professional life.”

“In my mind incivility didn’t occur between professors and students.”

“I wish I had known it happens a lot.”

“I was blinded by it...I just assumed everybody was nice.”



Emotional Harm

“I was in shock for a minute. I kept my mouth shut for the rest of the while. I was less prone to speaking up.”

“I tried to like better myself, to make it more apparent that I was engaged in what I was doing, I just cried and cried.”

“I left and went out and cried.”

“I wish I would have said something instead of standing around and being shy.”

“I feel like I didn’t learn anything, like walking on egg shells, I wish I were excited doing what I was doing, but I wasn’t.”

“Because I am gay or something, I feel like they may be coming down on me for that.”



Abandonment

“I just felt unwanted (unable to articulate, crying, inaudible).”

“I felt very belittled...useless like I shouldn't be there.”

“She pushed me aside...didn't feel like a part of anything.”



Devalued

“If you think I did something wrong...don’t call me out in front of people.”

“I’m not good enough.”

Challenged

“I wish I had been more prepared.”

“When I am a nurse I won’t treat students like this.”



Griffin (2004)

<http://www.readbag.com/baylorirvinged-files-wordpress-2011-07-lateralviolence1>

Examples of Bullying Behaviors

Yelled or screamed at in front of others, used as scapegoat accused of errors by others. Subject of gossip, topic of rumors. Humiliated in front of others, assigned undesirable work. Sabotaged, key information withheld impacting performance. Thoughts and feelings ignored with non-verbal stares and glares. Exclusion from conversations and activities. Physical threatening gestures (Griffin, 2004).



Implications for Practice

- Educate students about the possibility of encounters with incivility
- Facilitate cognitive rehearsal/conflict resolution
- Encourage faculty and students to practice civility and embrace diversity



Self Evaluation

Dr. Cynthia Clark's
Civility Index Handout (2013)

<http://stopbullyingtoolkit.org/Clark-Workplace-Civility-Index.pdf>

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Recommendations for Further Study

- Approaches on how to effectively help students cope with incivility
- Policy analysis related to incivility
- A comparative study of whether incivility is introduced and when within education
- How to reduce incivility in clinical education settings



Personal Mantra

“Death and life are in the power of the tongue.” (Proverbs 18:21)

“I have learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” ~Maya Angelou



Discussion or Questions

Thank you for your interest in my research!

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