Horizontal Violence Among Student Nurses: It’s Time We Stop Eating Our Young!

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Recognize the most frequent forms of horizontal violence.

Apply proactive strategies to manage horizontal violence.
INTERCHANGEABLE TERMS

- Horizontal / Lateral Violence
- Lateral Hostility
- Incivility
- Workplace Bullying
- Nurses eating their young
## Definition
- Abusive
- Offensive
- Intimidating
- Malicious or insulting
- Abuse of power

## Effects
- Threatened
- Vulnerable
- Poor self-confidence
- Decreased self-esteem
- Poor job satisfaction

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(Thomas, 2010)
<table>
<thead>
<tr>
<th>Rank</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Nonverbal innuendo</td>
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<tr>
<td>2</td>
<td>Verbal Affront</td>
</tr>
<tr>
<td>3</td>
<td>Undermining activities</td>
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<td>4</td>
<td>Withholding information</td>
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<td>5</td>
<td>Purposefully sabotaging</td>
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<td>6</td>
<td>Infighting</td>
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<td>7</td>
<td>Scapegoating</td>
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<td>8</td>
<td>Back stabbing</td>
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<td>9</td>
<td>Failure to respect privacy</td>
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<td>10</td>
<td>Broken confidences</td>
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(Ten Most Common Forms of Horizontal Violence) (Griffin, 2004)
60% of new nurses leave their first job within 6 months of employment due to horizontal violence.

Approximately 20% of new nurses leave the profession all together.
Stanley/Martin Applied Model: The Cycle of Oppressed Group Behavior and HV in Nursing

- Low self-esteem
- Low group moral
- Powerless and frustration
- Silence of Voice
- Unable to trust coworkers → Self-reliance
- Unable to effect meaningful change
- Tension; Conflict-charged environment
- Unable to support one another

- Tension; Conflict-charged environment → Unable to support one another
- Unable to support one another → Silence of Voice
- Silence of Voice → Powerless and frustration
- Powerless and frustration → Low self-esteem
- Low self-esteem → Low group moral
- Low group moral → Unable to effect meaningful change
- Unable to effect meaningful change → Unable to trust coworkers → Self-reliance
Educators must instruct students to:

- Examine and conceptualize all aspects of horizontal violence.

- Utilize proactive strategies to become automatic thoughts.

Is it the culture of nursing to allow a habitat for a manipulative bully?
1. Educate Nursing students to:

A) Implement educational programs
B) Utilize Proactive Strategies
C) Break the cycle
Implement incivility awareness during student orientation. Begin at the beginning.

- Utilize Standardized Patient (SP) Scenarios and Simulation.
- Case study with role playing in the classroom.
- Teaching cognitive rehearsal techniques early and often.
- Group discussion
Utilizing Proactive Strategies: Cognitive Rehearsal

Humanistic Approach

DESC Communication Model
Cognitive strategies are mental plans that individuals can, and do, use to understand themselves and their environment.

- The depreciating remark or behavior is processed on the basis of a previously learned response.

- This allows the individual to stop and not automatically process the event as a personal affront, resulting in individuals learning to respond differently.

(Griffin, 2004)
COGNITIVE REHEARSAL TECHNIQUES

- **Sabotage**: “There is more to this situation than meets the eye. Could you and I meet in private and explore what happened?”

- **Backstabbing**: “I don’t feel right about talking about her situation when I wasn’t there, or don’t know the facts. Have you spoken to her?”

(Griffin, 2004)
Educator becomes the facilitator in humanistic learning.

- Create a harmonious environment; minimize threats.

The humanistic educator assists learners towards achieving human potential; self-actualization.

- Learning happens best when threats to self are minimized.
- Emphasis is placed on the active domain.

Bastable, (2008); Maslow, (1954)
DESC COMMUNICATION MODEL

- **D** - Describe the behavior
- **E** - Explain the effect of the behavior
- **S** - State the desired outcome
- **C** - Consequences: say what will happen if the behavior continues.

The DESC communication Method - adapted from Bartholomew (2007)
Serve as a role model.

Thread horizontal violence awareness throughout your curriculum.

Facilitate open discussion with your students in both the classroom and clinical settings.

The population of newly registered nurses is the best place to begin, as they represent the future of the profession (Griffin, 2004).
REFERENCES


REFERENCES

• Stanley, K., (2010). The high cost of lateral violence in nursing. Retrieved from:
  http://www.nursingsociety.org/STTIEvents/LeadershipSummit/DoTheHighCostofLateralViolenceNursing_Stanley_4-24-2010.pdf


• Thomas, C. M., (2010). Teaching nursing student and newly registered nurses strategies to deal with violent behaviors in the professional practice environmental. *Journal of Continuing Education in Nursing*. 41(7), 299-308.