A Cognitive-Behavioral Rehearsal Intervention to Increase Nursing Students' Self-Efficacy to Respond to Lateral Violence

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By the end of this presentation, the audience will be able to:

- Describe the impact of disruptive behaviors among nurses on nursing students and newly licensed registered nurses.
- Identify opportunities for integrating disruptive behavior response training into pre-licensure nursing curricula.
- Apply steps of simulation to disruptive behavior response training.
Lateral Violence Among Nurses

Definition
- Terms: lateral violence, horizontal violence, bullying, incivilities, disruptive behaviors
- Verbal and non-verbal, gossiping, sabotage and undermining, privacy violations

Incidence and prevalence - 31% - 85%
- Impact: Individual, patient, and organizational
Making the Transition: Nursing Students and Newly Licensed Nurses

Coping and response strategies underdeveloped

Need for training
- Lack of awareness and training
  - NSNA, 2015
  - Brox, 2015
  - Lissade, 2015

Nursing Shortage
Purpose: To determine the effect of a cognitive behavior therapy intervention on nursing students’ self-efficacy to respond to lateral violence among nurses

Theoretical Framework: Social Cognitive Theory

Population: senior nursing students

Design: randomized cluster, time-series
Cognitive Behavioral Rehearsal

Steps:
- Education
- Role-Modeling/Demonstration
- Behavioral Rehearsal/Practice
- Feedback
- Debriefing
**Verbal Scripts: Verbal Affronts**

**Bully:** I don’t know why you never get this right. We’ve gone over this a million times!!

**New Nurse:** I’m sensing that you are frustrated. I am frustrated too because I want to learn this correctly. I feel like I learn best from people who give me really clear feedback. Can you explain it differently?
**New Nurse**: Can you please help me with this new procedure with my patient?

**Bully**: You need to learn to do things on your own. I can’t help you with everything.

**New Nurse**: I want to make sure I deliver my patient care safely. When do you think you will be available to help?
Overall Goals of Effective Responses:
- Restoring of respectful communication
- Ensuring safe patient care delivery

Learning Domains
- Affective, Cognitive, Psychomotor

Learning Objectives
- Broad- organizational and professional
- Specific- responding to meet the overall goals
Application to Simulation

- Prebriefing
  - Content and role-modeling

- Simulated Scenarios
  - Loose scripts, alternating roles

- Debriefing
  - Discussion, feedback, generalization
  - Rehearse, repeat
Further opportunities to address lateral violence:

- Didactic
- Clinical post-conferences
  - Discussion
  - Assess impact on affective/cognitive domains
  - Provide information
  - Role-modeling and rehearsal
References