Chain of Command: Teaching the Next Generation How to Deal With Disruptive Behavior

Patricia K. Schrader, MSN, RN, CMSRN
College of Nursing, University of Houston, Sugar Land, TX, USA

Purpose: The purpose of this pilot project was to equip senior nursing students with strategies to address disruptive behavior, teach chain of command, and tackle negative emotions resulting from incivility.

Introduction: Incivility continues to plague healthcare and negatively influence interprofessional collaboration and patient outcomes globally (Trepanier, Fernet, Austin & Boudrias, 2016). The impact of incivility on patient outcomes is alarming and still undetermined (Spence Lashinger, 2014; Samson-Mojares, 2017). However, research supports the fact that incivility tends to escalate when dealing with patients with high acuity (Oja, 2017). Incivility in the workplace causes nurses to question their career choice (Brewer, Kovner, Obeidat, & Budin, 2013) and often damages self-confidence especially when dealing with disruptive behaviors.

Methodology/Implementation: Bandura’s self-efficacy model was used as the conceptual framework for this pilot project. A convenience sample of 70 nursing students were exposed to a simulation involving a disruptive provider refusing to acknowledge a nurse’s request to diagnose an advanced elderly patient experiencing crushing chest pain. Students received one hour of just in time training to deal with disruptive behaviors. Then students, playing the role of the primary nurse, were responsible for notifying this same provider for a patient with a deteriorating condition in high-fidelity simulation. Students completed a pretest and posttest quiz on chain of command, survey, and simulation evaluation.

Evaluation/Results: Study results include statistical analysis of survey and evaluation data as well as rich qualitative comments from students noting “I am terrified that this will be me someday soon” when exposed to the disruptive behavior simulation. Results also included rave reviews of the simulation and comments requesting more practice with “hostile providers.”

Conclusions: Senior nursing students are fearful of workplace incivility and are eager to learn and practice strategies to equip them to deal with vertical and horizontal incivility. The value of practicing strategies to deal with disruptive behavior among healthcare providers cannot be overstated. The students overwhelmingly expressed the benefits of practicing the chain of command protocol to advocate for the patient in this pilot project.

Title:
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References:


Abstract Summary:
This project examined senior nursing students’ skills, perceptions, and emotions in witnessing and participating in a disruptive behavior simulation. The effectiveness of just in time training was evaluated. Study results include statistical analysis of data as well as qualitative comments from students noting “I am terrified this will be me.”

Content Outline:

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First Primary Presenting Author
Primary Presenting Author
Patricia K. Schrader, MSN, RN, CMSRN
University of Houston
College of Nursing
Assistant Clinical Professor
Sugar Land TX
USA
Professional Experience: 2011-Present University of Houston School of Nursing, Assistant Clinical Professor 2005-2011 Texas A&M University College of Nursing Assistant Professor 2002-2005 Blinn College School of Nursing Faculty Instructor 1987-2002 St. Joseph Regional Health Center Director of Quality Related Services Associate Director of Nursing Service

Author Summary: Prior to my faculty experience I worked with a diverse patient population in Shock/Trauma and intensive care units at University of Texas Medical Branch John Seally Hospital and Parkland Memorial Hospital. Since employment with the University of Houston School of Nursing I have worked with a large population of culturally diverse students. My current dissertation topic is exploring interventions to reduce test anxiety with emphasis on culturally diverse students.