Abstract Title
Increasing Teamwork and Collaboration Through an Asynchronous Educational Activity

Abstract Background
Incivility and bullying in nursing is a widespread issue. In hectic and stressful environments, such as academic medical centers, harassment in the workplace have a cumulative adverse effect. When situations become volatile, tempers rise, and conditions become unbearable, nurses can use learned skills to hold critical conversations to prevent further disruptive and harmful behaviors. An asynchronous educational activity mapped to the QSEN competencies can promote communication and mitigate incivility and bullying behaviors.

The purpose of this study was to examine if an educational intervention mapped to the QSEN competencies and designed to encourage collaborative communication and sustained dialogue between nursing staff can decrease incivility by increasing personal comfort in holding critical conversations.

Abstract Methods
A quasi-experimental mixed methods design study was used to determine if changes occurred as a result of the educational intervention in the participants Workplace Civility Index (WCI) and perceived ability to hold critical conversations. IRB approval was obtained, and participants recruited. The
control group (nurses who completed standard orientation within the past calendar year) and
experimental group (nurses currently in standard orientation) completed the WCI. After the
experimental group completed the educational activity, both groups completed a post-WCI.

**Abstract Evaluation**
Participants totaled 49 nurses (28 control, 21 experimental). The WCI results were analyzed using the
scoring key provided by the tool author. A low score, less than 50, means the participant exhibits very
uncivil behavior whereas a score of 90-100 exhibits very civil behavior. The mean for the intervention
group increased from 91.6 to 95.4 while the mean for the control group decreased from 88.2 to 80.2.
These changes were statistically significant (t = -6.16, p = <00001; t = 3.99 and p = .000227,
respectively). All participants within the experimental group (n=21) stated they had performed at
least one learned positive conflict management strategy effectively within 90 days.

**Abstract Implications**
Incivility and bullying have been issues for decades. Although further research is recommended, the
study provided evidence to support that an asynchronous educational activity mapped to the QSEN
competencies is an effective way to decrease incivility and increase perceived comfort with holding
critical conversations with nurses.

**References**
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