Title: Crucial Conversations in Nursing Academics: Practical Strategies

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Session Title: Skilled Communications for the Academic Setting
Slot: G 05: Saturday, 18 March 2017: 2:00 PM-2:45 PM
Scheduled Time: 2:20 PM

Keywords: communication, conversation and dialogue

References:
Altmiller, G. (2012). Students perceptions of incivility in nursing education:


Abstract Summary:
Nominal literature has explored approaches to address incivility among nurse educators and even more so, in nursing academia. This session focuses on practical strategies for discussing critical issues with passionate colleagues using the Crucial Conversations Framework.

Learning Activity:

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<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
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<td>Identify assumptions that lead to chaos versus dialogue.</td>
<td>Factors that lead to crucial conversations.</td>
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<td>Value the benefits of dialogue in the workplace despite varying emotions, opinions, or position of authority.</td>
<td>Consequences of silence and violence and strengthening relationships.</td>
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Abstract Text:
The literature is replete with evidence supporting the presence of incivility, lateral violence, and bullying in nursing (Nikstaitis & Coletta, 2014; Warner, Sommers, Zappa, and Thornlow, 2016). Most studies have focused on incivility between nurses in the inpatient setting. The prevalence of incivility among nurse academicians has only been recently studied. In 2009, Clark, Farnsworth, and Landrum developed the first known empirical instrument to measure incivility in nursing education, which was revised by Clark, Barbosa-Leiker, Gill, and Nguyen (2015).

A qualitative study by Peters (2014) revealed that nursing faculty who had been teaching for five or more years had experienced faculty-to-faculty incivility including sensing that colleagues wanted them to fail, perceived possessiveness from experienced faculty, sensing a power struggle within the department of nursing and feeling that senior faculty felt threatened by novice nursing faculty.
Burger, Kramlich, Malitas, Page-Curtar, and Witfield-Harris (2014) suggest that the bioethical theory symphonology can help faculty facilitate difficult conversations and focus on areas where this is fundamental agreement within the context of nursing education.

While research has found incivility to be present between nurses in bedside practice and academics, strategies to address the effectiveness of strategies that decrease incivility need to be studied.


This presentation will hone in on the assumptions that lead to chaos versus dialogue, the benefits of dialogue in the workplace despite positions of authority, and how to apply practical strategies based on Patterson, Grenny, McMillan, and Switzer's (2002) book, Crucial Conversations, to build and maintain communication in academia. Research on the effectiveness of this strategy in nursing academics is needed.