Nursing Students’ Communication Skills: Training in the Face of Incivility
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BACKGROUND
• Nurses must be able to effectively communicate information to other members of the healthcare team.
• Between 33% and 72% of nurses experience bullying.
• Bullying and incivility can negatively impact a nurse’s ability to communicate vital information.
• The Joint Commission reports the root cause of most sentinel events involve communication.
• Nursing students have limited opportunities to practice communication with healthcare providers.
• Communication aids are often taught to nursing students, but not reinforced in clinical setting.
• These tools include situation, background, assessment, and recommendations (SBAR), and concerned, uncomfortable, safety (CUS) from Team Strategies and Tools to Enhance Performance and Patient Safety (TeamSTEPPS).
• Incivility or bullying increases victims’ level of anxiety and impacts level of confidence.

PURPOSE
The purpose of the intervention study was to evaluate how an education session and simulation practice experience on difficult communication, impacted students’ anxiety and self-efficacy. The researchers hypothesized that students would have less anxiety and increased self-efficacy when they were taught how to address incivility and were able to use the provided communication tools in a simulation experience.

Methods
• Participants were recruited from undergraduate nursing students who are enrolled in a baccalaureate-nursing program in the Southeastern United States.
• Institutional Review Board approval was obtained from the University.
• Subjects were given a pre-test survey that included demographic information, the State Trait Anxiety Instrument (STAI), and the General Self Efficacy scale (GSE).
• All students completed an online learning module on communicating with difficult people.
• All students completed a simulated nursing scenario that included bullying behavior, with debriefing.
• Research participants repeated the State Anxiety Instrument and the GSE after the simulation activity.
• Data were analyzed using SPSS V. 21.

RESULTS
• The number or student who attended the activity were 47
  • 93.6% (n=44) completed the pre-survey
  • 78.7% (n=37) completed both surveys.
• The mean age or participants was 22.72 (SD 5.31)
  • 95.3% (n=41) were females.
• These demographics are similar to the student population in the School of Nursing.
• The majority of students (93%) reported experience dealing with conflict
  • Only 61.4% reported they were comfortable or somewhat comfortable addressing conflict.
• The Trait Anxiety was used in the pre-survey,
  • The mean score was 40.93 (SD 10.3).

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test</th>
<th>t-test (df)</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trait anxiety</td>
<td>M 40.93</td>
<td>SD 10.3</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>GSE</td>
<td>M 30.07</td>
<td>SD 3.4</td>
<td>M 29.59</td>
<td>1.217 (36)</td>
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<tr>
<td>State anxiety</td>
<td>M 43.75</td>
<td>SD 11.88</td>
<td>M 41.52</td>
<td>1.323 (36)</td>
</tr>
</tbody>
</table>

CONCLUSIONS
• Student’s trait anxiety levels were near the mean for college students.
• The score of the state anxiety decreased after simulation, although it did not reach the level for statistical significance.
• Students were able to use CUS and SBAR to effectively communicate clinical information in simulation.
• Students reported being more comfortable with communicating with healthcare team during debriefings.

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References provided on request
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