

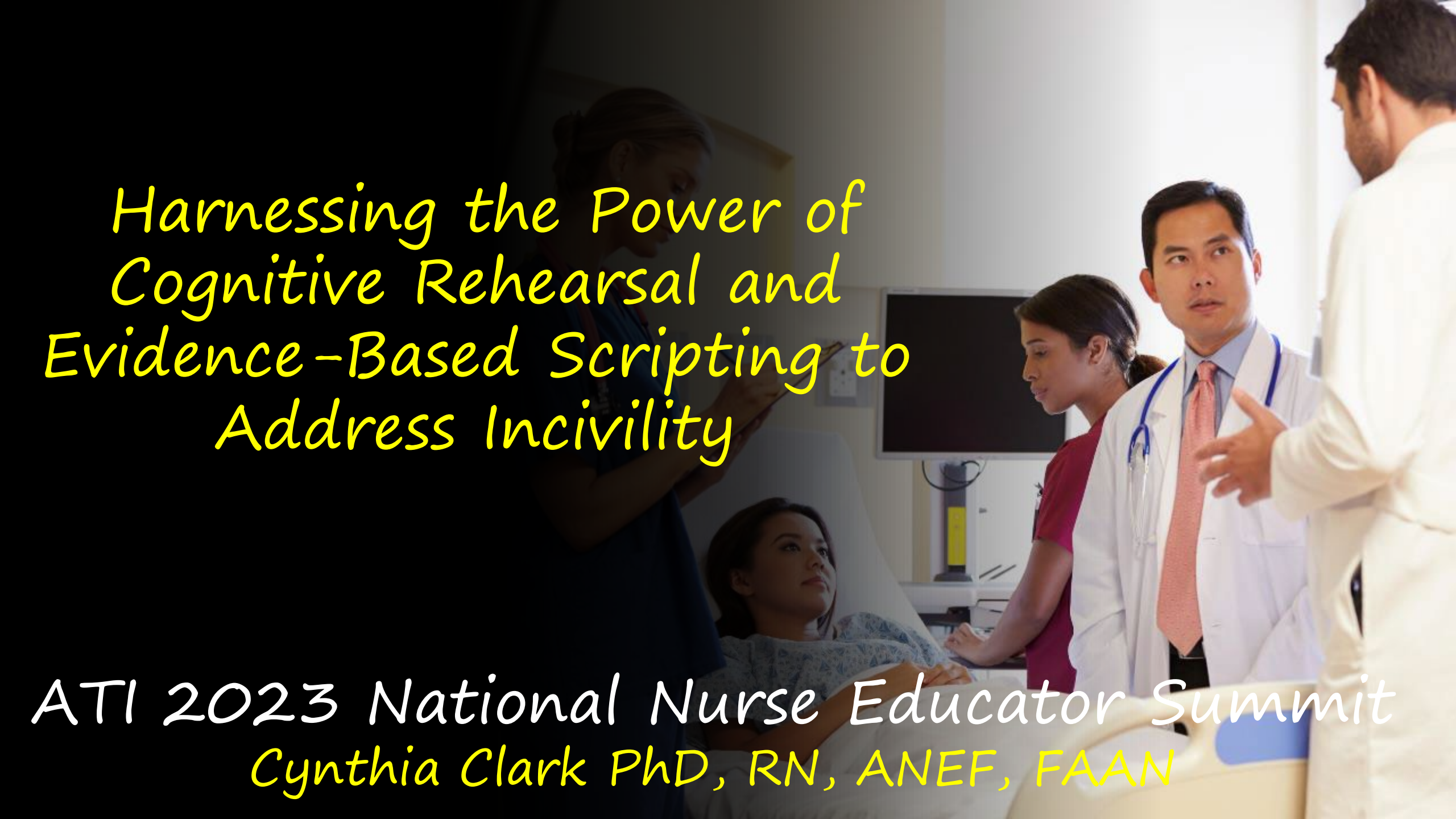
# Learner Disclosures

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A photograph of a hospital setting. In the foreground, a female nurse in blue scrubs is looking at a clipboard. In the middle ground, a male doctor in a white lab coat and a female nurse in red scrubs are looking towards the right. In the background, a patient is lying in a hospital bed. The scene is brightly lit, suggesting a clinical environment.

*Harnessing the Power of  
Cognitive Rehearsal and  
Evidence-Based Scripting to  
Address Incivility*

*ATI 2023 National Nurse Educator Summit  
Cynthia Clark PhD, RN, ANEF, FAAN*

# Objectives

- Explain the principles and steps of Cognitive Rehearsal (CR).
- Explore how CR may be used to address incivility in nursing.

# What is Civility?



*Clark, Gorton, & Bentley, 2022*





*Detrimental  
Impact of  
Incivility*

*Fostering  
Healthy Work  
Environments*



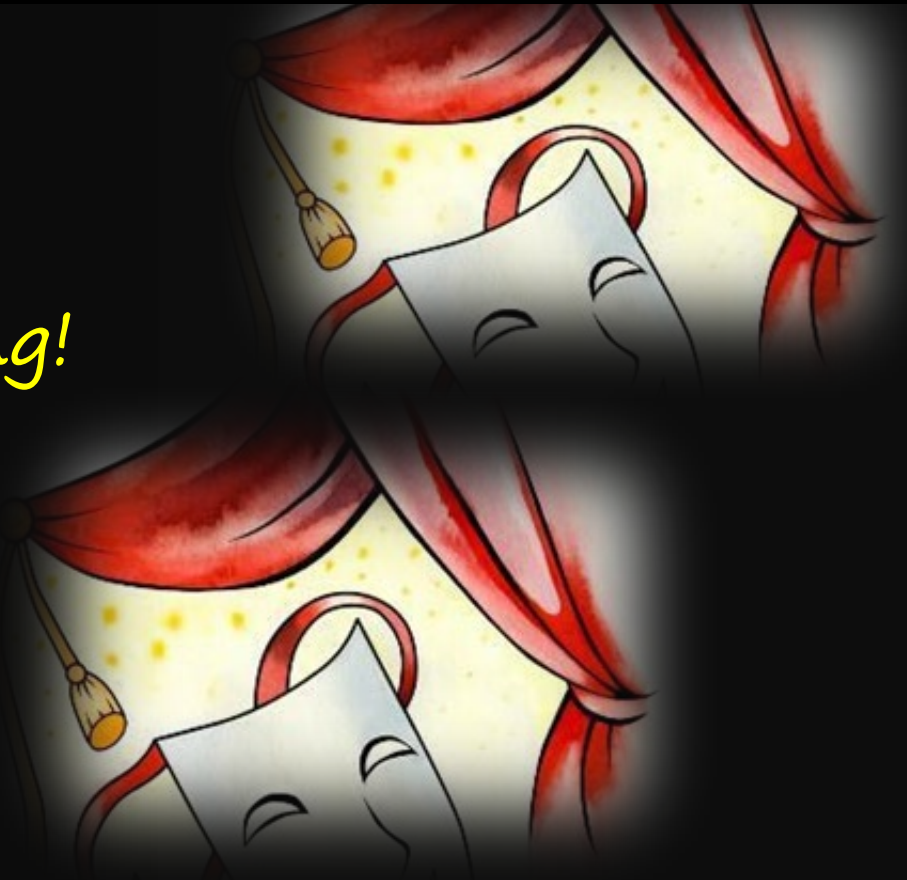
# Cognitive Rehearsal





# Cognitive Rehearsal

1. Pre-brief and prepare
2. Identify and describe uncivil scenarios for simulation
3. Use evidence-based frameworks to create personalized responses: **Scripting!**
4. Role-play and rehearse addressing uncivil situations
5. De-brief and reflect




*Pre-brief  
and prepare*



*Identify and  
describe uncivil  
scenarios*



A high-angle, top-down photograph of five healthcare professionals, including nurses and doctors, gathered around a table. They are all wearing blue scrubs or white lab coats. One person is holding a large white document, and another is pointing at it. The scene is brightly lit, and the background is a plain, light-colored wall. The text 'Use evidence-based frameworks for scripting' is overlaid on the right side of the image in a yellow, handwritten-style font.

*Use evidence-based  
frameworks for  
scripting*

A hand in a dark sleeve holds a black clapperboard with a white and black striped top edge. The clapperboard is divided into sections by white lines. The text is written in a yellow, cursive font. The top section contains 'Role Play and Rehearse', the middle section contains 'Uncivil Encounter', and the bottom section contains 'Repeat'. The bottom-most section is further divided into three columns, with the middle column containing 'Take 3'.

*Role Play and Rehearse*

*Uncivil Encounter*

*Repeat*

	<i>Take 3</i>	
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A group of healthcare professionals, including doctors and nurses, are sitting in a circle in a meeting room, engaged in a discussion. They are holding papers and looking at each other. The scene is brightly lit, suggesting a window in the background. The text 'Debrief and reflect' is overlaid on the left side of the image in a yellow, cursive font.

*Debrief and  
reflect*

*Apply the  
Steps of  
Cognitive  
Rehearsal*



# Trigger or Content Warning

Today we will be role-playing scenarios that depict a range of uncivil and offensive encounters. The scenarios portray real-life experiences that you may find unsettling or that may remind you of events that happened in your life. If you need to take a short break or speak with me privately after the session, please let me know.

**NOTE:** As with any experience or event that may produce an undesirable emotional or psychological response, be sure to provide learners with organizational or community resources to offer support.



# The Basic Assumption™

We believe that everyone participating in today's activity is intelligent, capable, cares about doing their best, and wants to improve<sup>©</sup>



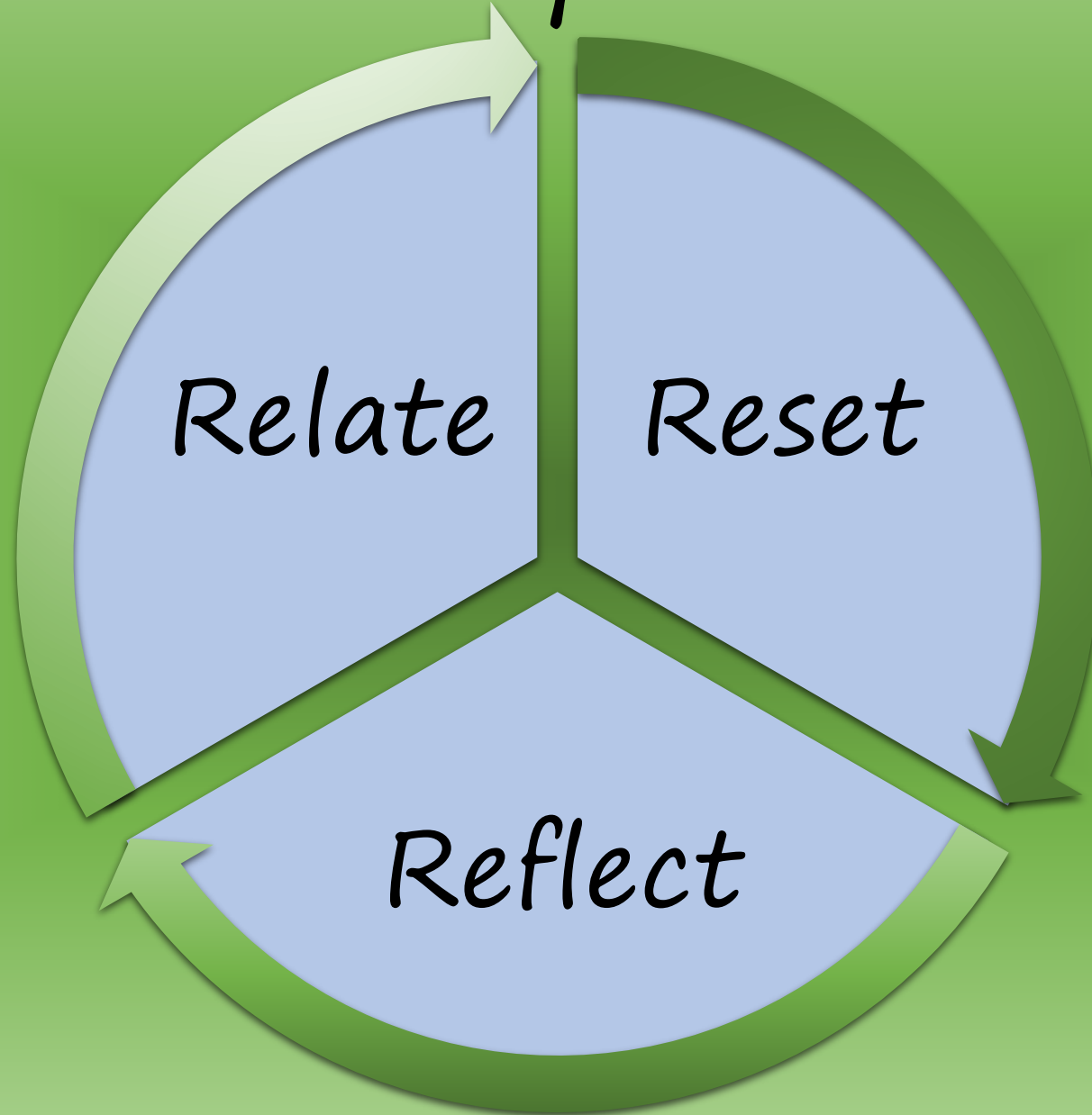
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- We will be respectful in our communications and interactions
- All feedback is intended to create an excellent learning experience

# Cycle for Respectful Response



# PAAIL Communication Strategy

**Preview:** (Insert name) I'd like to talk about \_\_\_\_\_

**Advocacy<sup>1</sup>:** I saw (or heard, or noticed...) \_\_\_\_\_

**Advocacy<sup>2</sup>:** I am concerned (or I think) because \_\_\_\_\_

**Inquiry:** I wonder what was on your mind at the time?

**Listen:** Listen carefully and intentionally to response.





**SCENARIOS**



## *The Unprepared Student*

Carmen is consistently late, poorly prepared for clinical, and overly attached to her mobile devices. Her clinical performance has deteriorated, patient care is lacking, and decision-making is faulty. Today, Carmen's clinical instructor found Carmen checking her TikTok and Instagram accounts instead of assisting with patient care on a very busy shift.



**Preview:** *Carmen, I'd like to talk about your attendance and clinical performance.*

**Advocacy<sup>1</sup>** *I've noticed that you have been late for clinical twice in the past 2 weeks and today I observed you checking social media sites instead of providing patient care.*

**Advocacy<sup>2</sup>** *I'm concerned that your behavior could result in potential harm to patients and failure in the course.*

**Inquiry:** *What are your thoughts about these observations?*

**Listen:** *to understand what was behind the observed action.*

Iris is a faculty member who dominates conversations in meetings, voices her strong opinions at the exclusion of others—often escalating disagreements through her aggressive tone of voice, body language, and word choice. While Iris's behavior is troublesome, others avoid speaking up allowing Iris's behavior to continue. After the meetings, some coworkers gossip and complain about Iris's actions.



**Preview:** *Iris, I'd like to talk about yesterday's team meeting.*

**Advocacy1:** *I noticed that you raised your voice and made several comments in what seemed like an effort to control the conversation.*

**Advocacy2:** *I'm concerned about the impact of these behaviors on the team and our ability to discuss issues in an open and respectful manner.*

**Inquiry:** *How do you think the meeting went?*

**Listen:** *to Iris's response before continuing the conversation.*





Monty and Margo are team teaching a course. They passionately disagree about course content and delivery methods. Both stubbornly adhere to their position and working together is becoming very stressful. They purposely avoid one another and refuse to communicate. To make matters worse, students are admittedly frustrated and plan to file a formal complaint if things don't improve.

**Using PAAIL, Monty decides to address the situation.**



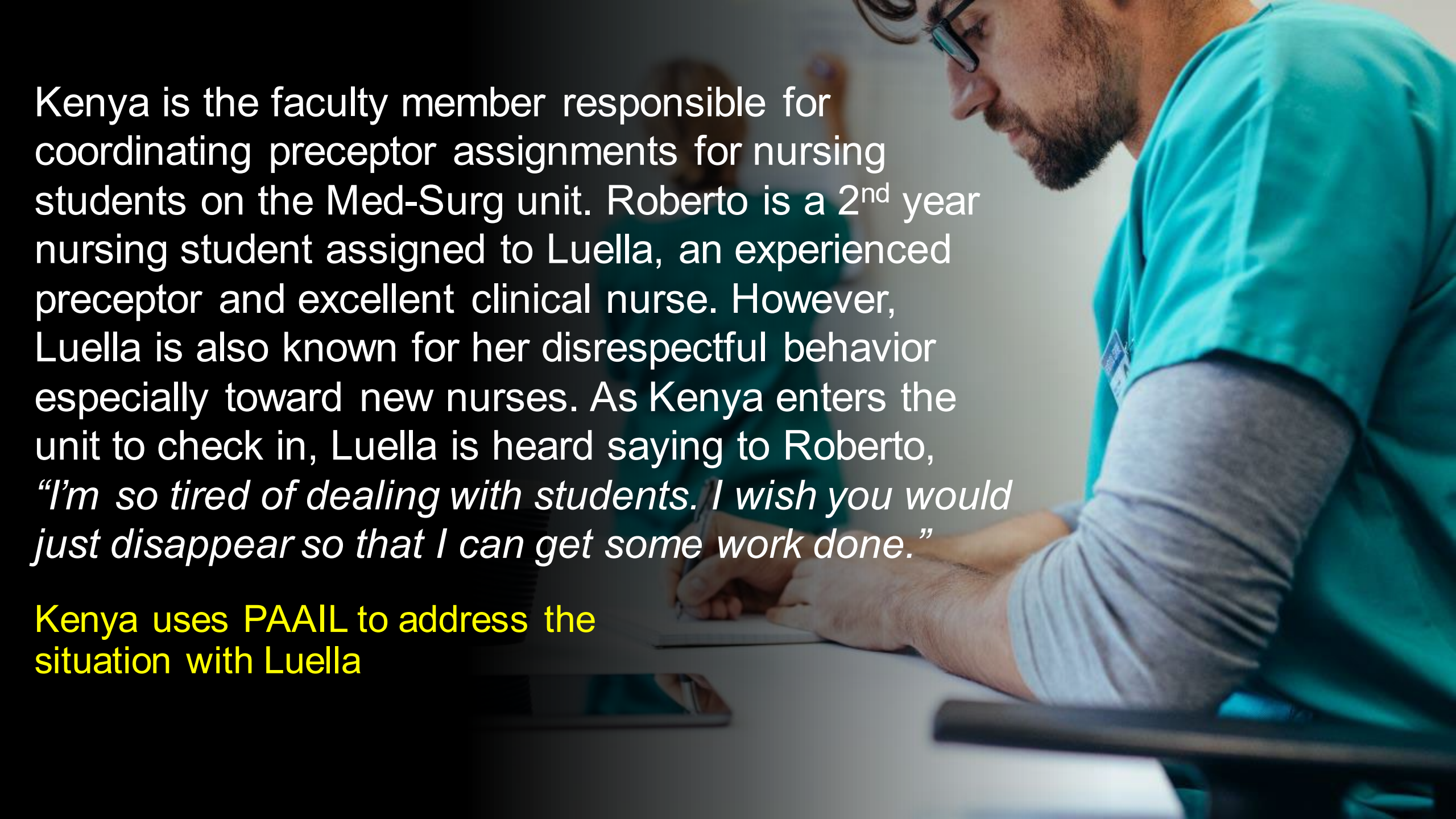
**Preview:** Margo, thank you for meeting with me. I'd like to talk about our course.

**Advocacy1:** I realize we disagree about course content and delivery methods.

**Advocacy2:** I'm concerned that this disagreement has impacted our relationship as well as the students' ability to learn.

**Inquiry:** How do you see things?

**Listen:** To learn and understand.

A man with glasses and a beard, wearing teal scrubs over a grey long-sleeved shirt, is shown in profile, focused on writing in a notebook. The background is a blurred clinical setting with another person in teal scrubs visible.

Kenya is the faculty member responsible for coordinating preceptor assignments for nursing students on the Med-Surg unit. Roberto is a 2<sup>nd</sup> year nursing student assigned to Luella, an experienced preceptor and excellent clinical nurse. However, Luella is also known for her disrespectful behavior especially toward new nurses. As Kenya enters the unit to check in, Luella is heard saying to Roberto, *“I’m so tired of dealing with students. I wish you would just disappear so that I can get some work done.”*

**Kenya uses PAAIL to address the situation with Luella**

A woman with dark hair pulled back, wearing a white lab coat, is shown in profile, looking towards the left. She has a thoughtful expression, with her hand resting on her forehead. In the foreground, the back of another person's head and shoulder is visible, suggesting a conversation. The background is a bright, slightly blurred indoor setting, possibly a laboratory or office.

**Preview:** Luella, I'd like to talk about your comments about Roberto.

**Advocacy<sup>1</sup>** When I arrived on the unit, I heard you addressing him in a demeaning tone.

**Advocacy<sup>2</sup>** I'm concerned about the impact of your behavior on Roberto as well as the harm it might have on teamwork and morale.

**Inquiry:** What are your thoughts about my observations?

**Listen:** to learn and understand.

Denise is a nursing professor in her mid-50s and very excited because she has finally, after much soul-searching, decided to pursue a doctoral degree. She could hardly wait to share her excitement and ideas with the Associate Dean. When she met with the AD to relate her scholarly intentions, the AD laughed and said, *“are you kidding me, at your age? You can’t be serious. By the time you finish your degree, you’ll be ready to retire. We prefer to invest in younger faculty.”*

**Using PAAIL, how might Denise respond?**

Zena is an experienced faculty member who has seen many initiatives come and go over the course of her career. In fact, she believes she has “seen it all.” Recently, Zena discounted colleagues’ suggestions to use the correct pronunciation of students’ names claiming it’s a wasted effort and another passing fad. In class, she makes half-hearted attempts to learn students’ names, often mispronounces them, and fails to acknowledge students when they offer the correct pronunciation. Students are frustrated and come to you, a trusted advisor to seek assistance.

**Using PAAIL, how might you respond?**

Emma is an early-career faculty member seeking tenure. During a recent faculty meeting, Emma politely disagreed with Carolyn, a tenured professor known for her aggressive communication style. During the meeting, Carolyn did not respond to Emma's comment, but after the meeting, Carolyn approached Emma when no one was around, and in a condescending tone reminded Emma that she (Carolyn) chairs the Promotion and Tenure Committee and will be carefully reviewing Emma's application, stating, *"I'm going to have to think long and hard about my vote since you embarrassed me in the meeting and because you think you know so much."* **Using PAAIL, how might Emma address the situation?**

# Thank You

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