

The Use of Cognitive Rehearsal with Nurses To Address Workplace Bullying

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Introduction

- Bullying has been reported in the nursing literature for more than 20 years.
- Bullying in the workplace can affect individual nurses as well as organizations, patients, and the nursing profession.
- Because of this, both professional and regulatory organizations have issued standards and recommendations for addressing these behaviors.
- A literature review identified cognitive rehearsal as an evidence-based intervention for addressing bullying in the workplace.



Purpose

The purpose of this evidence-based practice project was to address the PICO question:

- With registered nurses (RNs), will the use of cognitive rehearsal, as compared to no specific intervention, result in an increased confidence in their ability to address bullying behaviors at the moment they occur?

Framework

- Cognitive learning theory and the Social-ecological Model provided theoretical frameworks for this project.



Method

- Three sessions were held with participating RNs to implement and practice the cognitive rehearsal technique.
- Data collection was achieved through pre- and post-intervention surveys.
- De-identified actual organizational events were used to practice the cognitive rehearsal.
- Debrief discussions took place at each session.



Results: Quantitative

- Results indicated a significant increase in nurses' having the tools and confidence to address bullying over a three month time frame.
- There was no significant time effect for the use of cognitive rehearsal. Although not significant, an increase in mean scores occurred at three months post-intervention as compared to the one month post-intervention score.

Survey Results

Question	Pre n = 7 M (SD)	Post (1 month) n = 7 M (SD)	Post (2 months) n = 7 M (SD)	Post (3 months) n = 7 M (SD)	Repeated Measures ANOVA
Tools/ Framework	3.00 (.000)	4.00 (.577) _a	4.29 (.488) _a	4.43 (.535) _a	$F(3,18) = 15.913^*$
Confidence/ Ability	2.71 (.488)	3.86 (.690) _a	3.43 (.787)	4.00 (.816) _a	$F(3,18) = 9.333^*$
Cognitive Rehearsal		3.14 (.900)	3.00 (.816)	3.43 (.787)	$F(2,12) = .564$ NS**

Note. *p < .05, ** NS = not statistically significant

_a significantly different from Pre on post hoc analysis according to Bonferroni, p < .05

Results: Qualitative

- RNs differentiated between bullying and disruptive behaviors.
- RNs became more aware of bullying behaviors through participation in this project.
- RNs were more confident in addressing someone they knew or another RN versus other disciplines when bullying occurred.
- Using actual organizational scenarios helped RNs link bullying to effects on patient safety.

Limitations

- Small convenience sample size
- Short follow-up time frame
- Limited practice time

Conclusions

- RNs recommended improvements:
 - Reinforcement of content and intervention
 - More practice time
 - Use of more scenarios
- The findings from this project support the continued need to focus on supporting nurses to take action when witnessing or experiencing bullying in practice.

Acknowledgements

Dr. Rachel Schiffman, PhD, RN, FAAN
Project Advisor
The University of Wisconsin – Milwaukee, College of Nursing

Dr. Carol Klingbeil, DNP, RN, CPNP-PC
The University of Wisconsin – Milwaukee, College of Nursing

Stacy Wenner, MSN, RN, NEA-BC
Children's Hospital of Wisconsin