

Building trust within a team: empowering students to deal with gossiping and racial discrimination

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BACKGROUND/ RESEARCH QUESTIONS

- Managing conflicts within a team is a skill expected of healthcare workers.¹
 - However, horizontal violence (HV), defined as behavior that humiliates, degrades, or indicates a lack of respect for the dignity and worth of an individual, among nursing students/nurses has been widely reported.
 - Best practices for training activities to remedy HV are not established.
 - Simulation (SIM) could contribute successfully by exposing learners, in conditions presumably safer.² Without acknowledgement that participants are “emotionally charged” with different life experiences about HV, simulation could re-act marginalisation of certain voices.³
- **How to create a safe and brave space that empowers nurses to deal with gossiping and discrimination?**

GOAL AND PURPOSE

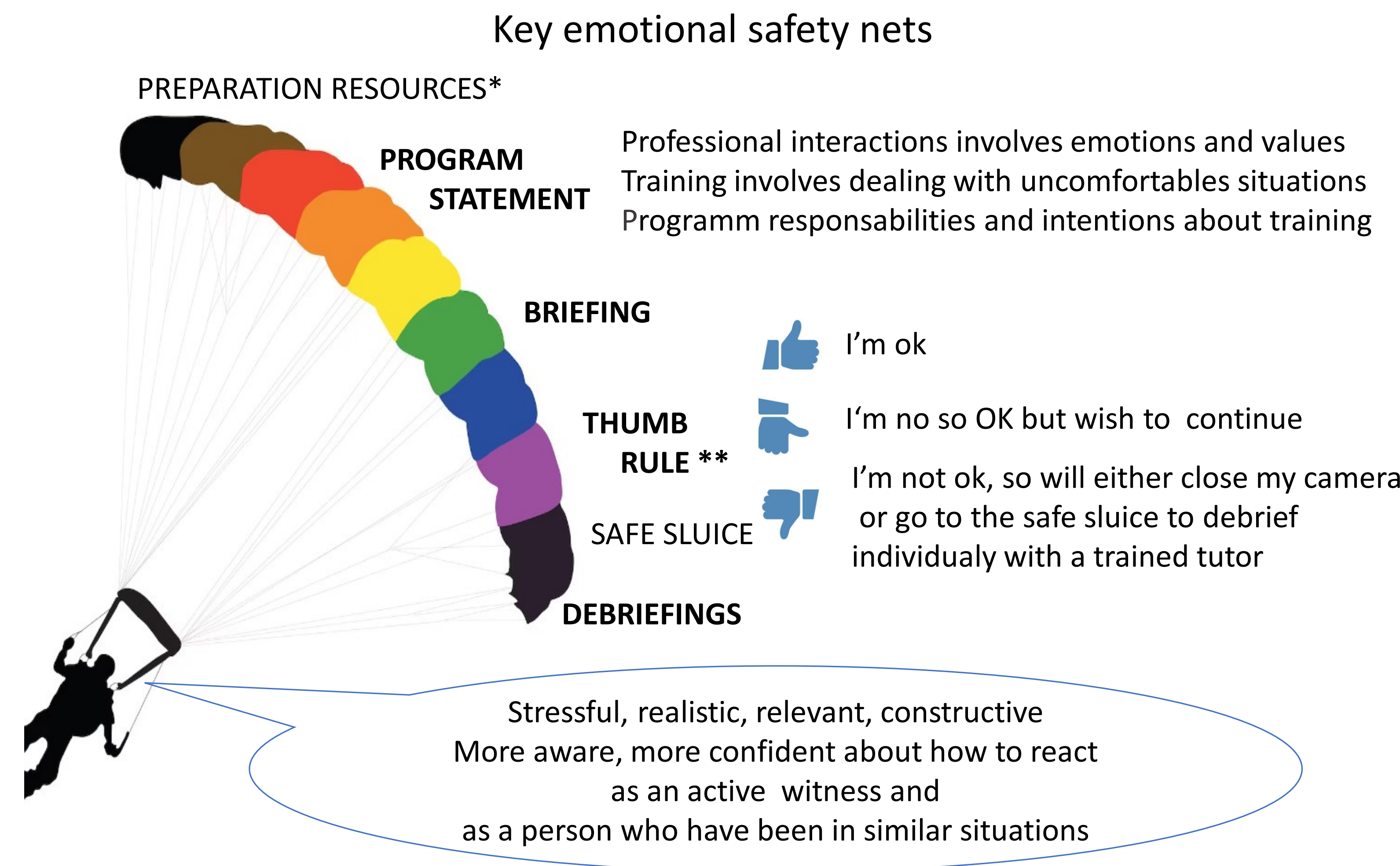
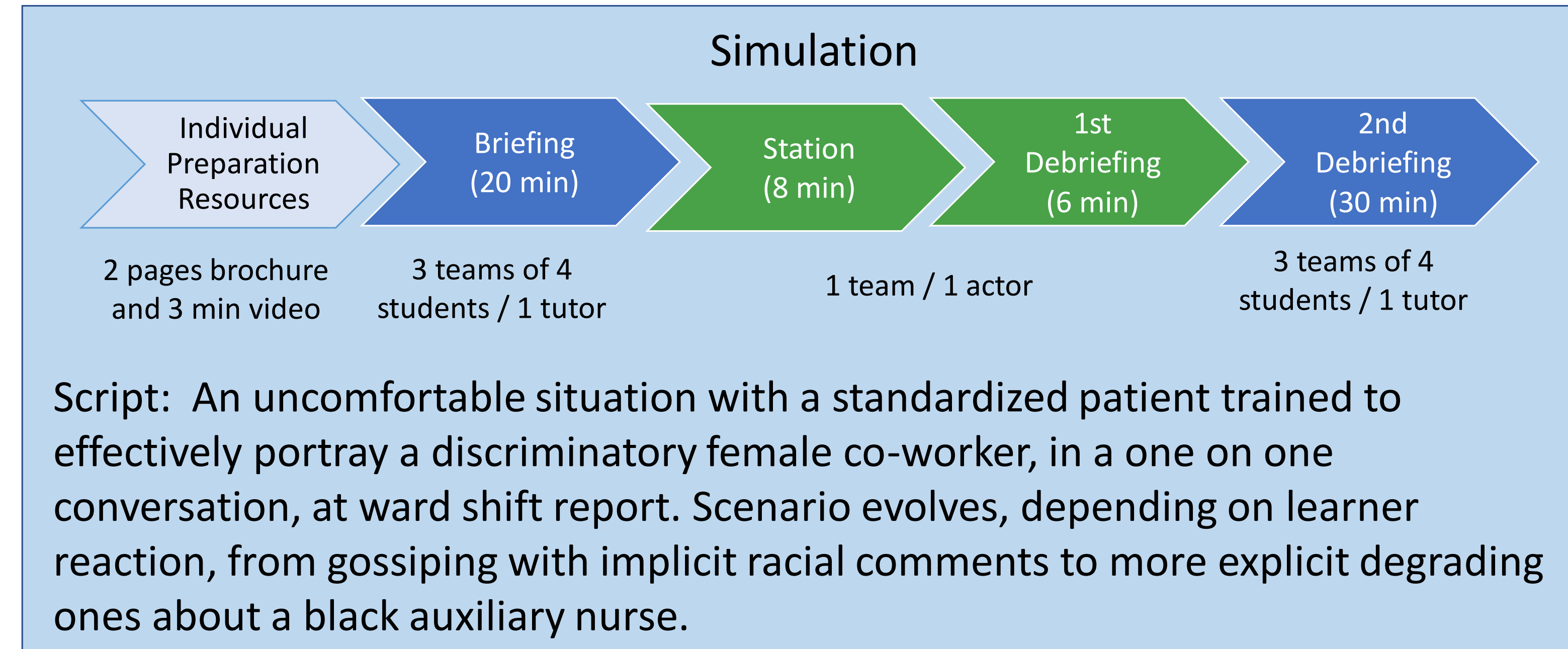
- Describe a SIM on communication skills to address workplace gossiping and racial discrimination
- Identify key emotional safety nets to integrate into a HV SIM

METHODOLOGY & METHODS

Case study of the 2nd edition of a synchronous on-line SIM (Alinier level 3), based on social psychology and Forum Theatre³ approaches; Fall 2022.

Data: Transcripts of comments on script from 3 nurses self-identified as a minority member (linguistic, visible, gender); Observations notes of 4 nurses and 6 tutors; Training/ debriefing comments from 5 actors and 1 coordinator; Post-SIM voluntary anonymous questionnaire of license (n=232) and pre-license nurse students cohort (n=104).

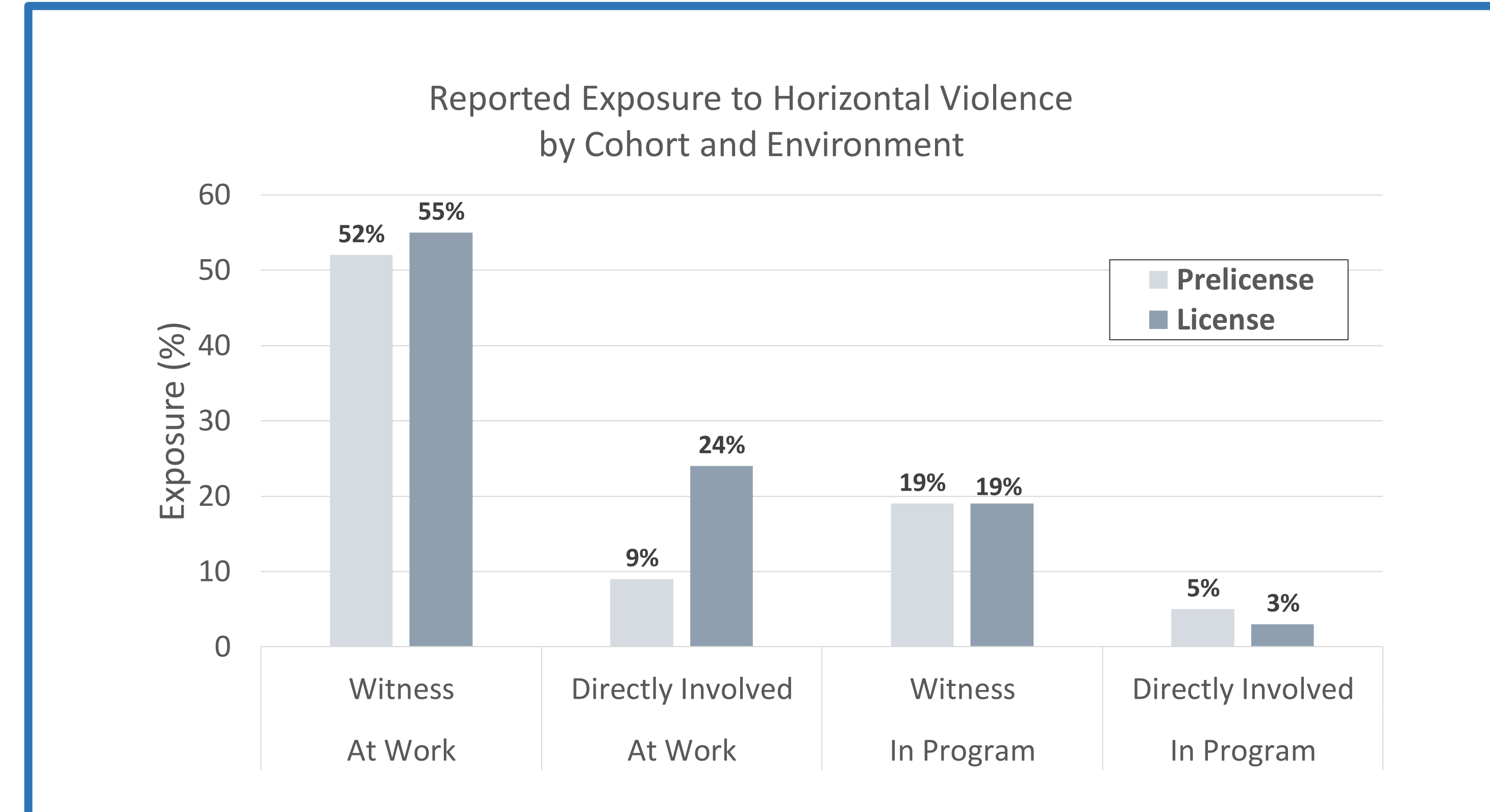
Analysis: *Descriptive statistics:* by cohort and combined. *Thematic analysis:* Open-coding of all textual material by constant comparison. *Triangulation:* by sources and methods. *Integration:* Allegory and recommendations.



* All tutors involved also in 1st SIM edition reported positive effects of 2 new resources⁵⁻⁶
 ** ⚠ Student comment (n=1): *Good intention but there's group norm for no putting thumb down*
 Observations: no use of safe sluice for individual debriefing

RESULTS

- Response rate: pre-license (PL) 90%; license nurses students (L) 80%
- PL versus L were more likely to judge that attempts to preserve their emotional safety were explicit (87% vs 78%) than implicit (11% vs 21%).
- Both cohort appreciated the same 5 best safety nets (>70%)
- Respectively, PL and L agree (30%, 34%) or fully agree (63%, 60%) that SIM “prepared me to better prevent and manage conflict situations within a care team”
- Comments with mention of self-identified minority PL or L are all positive.



CONCLUSIONS

- Promote IPE training activities with integrated EDI perspectives with efficient safety nets
- Address more directly group norm about thumbs rule
- Integrate a more formal follow-up to explore HV in training programs and clinical placements.

REFERENCES:

¹Sidhu, S., & Park, T. (2018). Nursing curriculum and bullying: An integrative literature review. *Nurse education today*, 65, 169-176.
²Lackie, K. & al (2022): Creating psychological safety in interprofessional. *Nurse education today*. DOI: 10.1080/13561820.2022.2052269
³Lambert, K., Francis, K., & Tori, K. (2020). A critical ethnographic study using Bourdieu's social practice framework to explain vertical and horizontal abuse (VHA) within an undergraduate nurse simulation environment. *Collegian*, 27(5), 567-572.
⁴Manzi, J. (2020). Responding to racism in the clinical setting: A novel use of forum theatre in social medicine education. *Journal of Medical Humanities*, 41, 489-500.
⁵The Conscious Leadership Group (2016). *Are you willing to end gossip?* [vidéo]. YouTube
⁶Université de Sherbrooke. (2022, mars). [Ensemble contre la discrimination](#)

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