

Oral Defense Announcement

University of Missouri – St. Louis Graduate School

An oral examination in defense of the dissertation for the degree
Doctor of Philosophy in Nursing

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Disruptive Clinician Behavior: A Qualitative Descriptive Study Of Non-native English-speaking Nurses

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Place: Remote

Abstract

Disruptive clinician behavior represents a persistent and profound threat to nurses' working environments and patients' safety. Recent research indicates that non-native English-speaking nurses are more susceptible to the consequences of such conduct compared to other groups. However, there is a lack of information available regarding the differences in impacts experienced by recipients from varied cultural backgrounds. Specifically, there is a need for a detailed analysis of the effects on individuals who belong to groups such as foreign-born and educated nurses who speak English as non-natives. The purpose of this qualitative descriptive study was to explore and understand non-native English-speaking nurses' experiences with disruptive clinician behaviors in the U.S. Specific aims were to 1) create a comprehensive description of the experiences of disruptive clinician behavior of non-native English-speaking nurses in the US, 2) identify responses of non-native English-speaking nurses toward disruptive clinician behavior, and 3) discover the impacts of disruptive clinician behavior on patient care activities. The research utilized the qualitative descriptive methodology and thematic analysis following Braun and Clarke's (2006) approach. Semi-structured interviews were conducted as the primary data source; twenty nurses were recruited for the study using purposive and snowball sampling. Transcripts were analyzed using NVIVO software and the phases of thematic analysis to gain a comprehensive understanding of disruptive clinician behavior and develop a nuanced interpretation of findings. Sixty-five codes were developed, which were then classified into eight themes (Illiteracy of phenomenon, Contributing Factor, Stories of disruptive clinician behavior, Reaction toward DCB, Distrust in organizational leadership, Consequence, Self-blame of DCB trigger, and Racism) and twelve sub-themes. The study's findings can help healthcare organizations improve policies on workplace incivility and can be a stepping stone for future education research that promotes and studies positive clinician behavior and fosters a more respectful work environment.

Defense of Dissertation Committee

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