Student and Faculty Perceptions of Civility in a Baccalaureate Nursing Program

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Background

• Incivility is a current issue in nursing education

• Incivility influences
  • Relationships
    • Student-Faculty
    • Student-Student
    • Faculty-Faculty
  • Learning Environment
Background

Student Views

Incivility

Faculty Views
Background

• Holtz, Rawl, & Draucker (2018)

• Jenkins, Kerber, & Woith (2013)

• Altmiller (2012)

• Clark (2011)
  • Incivility in Nursing Education (INE)
  • Student & Faculty Perspectives

• Clark (2015)
  • INE-R
Purpose

• The purpose of this study was to examine perceptions of civility in an undergraduate nursing program.

• Exploring student and faculty views of civil and uncivil behaviors will assist faculty in communicating and interacting with students.

• Awareness and understanding of perceptions specific to this program will assist faculty to create a more civil culture and productive learning environment.
Research Questions

• RQ1: How do student and faculty views regarding uncivil behaviors differ?

• RQ2: How are student and faculty views regarding uncivil behaviors similar?
Methods

• Mixed methods study

• Incivility in Nursing Education-Revised (INE-R)

• The survey was administered electronically via Qualtrics, an online survey software

• IRB approval was obtained
Participants

• Students and faculty of an undergraduate baccalaureate-nursing program

• An invitation for participation with informed consent was sent via e-mail

• Participation in the study was voluntary for students and faculty
Data Analysis

• Composite scores were calculated

• t-test was used to determine differences between groups on composite scores

• Chi square was used to determine differences in subscale scores of low-level incivility factors and high-level incivility factors
Quantitative Results

• Incivility in Nursing Education-Revised (INE-R)
  • 4 subscales
    • Student Low Incivility
    • Student High Incivility
    • Faculty Low Incivility
    • Faculty High Incivility
  • Composite Scores were calculated for each of the subscales
  • N – 8 Faculty and 79 Nursing Students
  • T-test revealed that there was a statistically significant difference in the Student High Incivility
    \(p = 0.022\)
Quantitative Results

• Student High Incivility
  • Cheating on exams or quizzes
  • Making discriminating comments (racial, ethnic, gender, etc.) directed toward others
Qualitative Results

• Categorized Perceptions of Uncivil Behaviors
  • Student
  • Faculty
  • Shared
Recommendations

• Early in the program, faculty should communicate to the students the cultural values and beliefs regarding civility held by the faculty & the nursing program

• By educating the students about faculty expectations, the students will be better equipped to fully engage in the educational process in a mutually agreed upon collegial manner
Recommendations

• Expectations regarding civility should be reinforced throughout the nursing curriculum

• Developing professional values and behaviors is an important step in the nursing student’s journey towards professional nursing practice
Conclusion

• Faculty and students agreed on behaviors that demonstrate low-levels of incivility

• Significant difference between students and faculty on behaviors that demonstrate high-level incivility

• Faculty and academic leaders should take steps to develop shared language, professional behaviors and expectations, and create a civil culture, which will contribute to a positive learning environment.
What are we doing?

- Culture Change
  - Developing a civility motto/creed
    - NSAC
  - Developing student-faculty relationships
    - Volunteer activities
    - Socials
- Repeat Survey
Select References


Select References


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