Leading an Initiative to Address Gender-Associated Incivility in Nursing Education

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Learning Objectives

• Discuss factors associated with gender-associated incivility in nursing education and practice.

• Describe a multifaceted approach to addressing gender-associated incivility in nursing education.

• Identify additional strategies to address gender-associated incivility in nursing education and practice.

The following applies for Brett Morgan, Benjamin Smallheer, Margory Molloy, and Helen Gordon: The presenters received no sponsorship nor have financial or commercial support for this project.
Incivility in Nursing

• Background:
  – Reported in the literature for over 20 years
  – Prevalent concern on a global level
  – Present in nursing academia (both faculty and student incivility) and workplace
  – Can present as acts of aggression (verbal and/or physical)
  – Delivered by patients or colleagues
  – May have serious effect on one’s wellbeing

• Causes:
  – Attributed to a predominantly female profession
  – Highly charged nature of environments in which nurses work/study
  – Response to high expectations and rigor of school/profession
  – Perception of nurses being in an “oppressed state” by those in power
  – “Normalizing” climate of disrespect in current society
Gender-Associated Incivility Between Students

“We have kind of been called the Penis Group...”

“Anytime the men’s nursing club had something that we brought forward, we would, honestly, get kind of a lukewarm response from our (fellow) cohort students...”

“When we would talk about sports or something, and all of a sudden that (becomes) something to comment on.”
Gender-Associated Incivility in Nursing

• Background:
  – Low proportion of men in and entering the nursing profession
  – Perpetuated stereotypes faced by men in nursing
  – Lack of history about men in nursing
  – Lack of role models
  – Assignments based on gender (i.e. lifting and moving patients)

• Causes:
  – Gender-bias impedes recruitment and retention
  – Little or no course content on men’s contributions to nursing
  – Gender-associated bias in obstetric rotations
  – Implication of touch and the masculinity of care
  – Lack of social support during education and entry into practice
Suggested Interventions

• Have faculty intervene at the time of incivility

• Training for faculty and students around this issue

“Being called…the Penis Group…a double standard exists. If we would make a derogatory comment about female genitalia, we would probably be standing in front of Dr ___...”

“Everyone would say that it is not appropriate, but obviously you still have let it be known that it is not appropriate… and I do not think that is something that has been happening…”

“I always thought that if our school had a little improv-sketch comedy group… these exact topics would be so fun to role play… not just men, but all problems in nursing… plant seeds with some fun and humor about this… to get rid of these ideas...”
Development of an Initiative to Address Gender-Associated Incivility

- Skills to Intervene
- Faculty Recognition
- Acknowledging the Problem
Beginning a Difficult Conversation

- Inform key stakeholders
- Initiate a school-wide conversation
- Increase student-to-student engagement
Gathered Key Stakeholders

- Study Team:
  - Executive summary of the results created

- Executive Leadership:
  - Dean and Associate Deans presented the results

- Academic Leaders:
  - Additional key stakeholders were informed and their input solicited for “action plan”
Began a School-wide Discussion

• Faculty Governance Association Leadership Meeting:
  – Inform leadership from all programs about our findings
  – Strategize on “school-wide” initiatives

• ABSN Program Faculty Meeting:
  – Discuss our findings
  – Provide encouragement
  – Share suggestions from students

• Dean’s “All-community” Diversity Conversations:
  – Share findings with the broader school of nursing community
  – Conversation in the context of how gender relates to broader diversity and inclusivity initiatives
Faculty/Student Engagement

- Increase faculty/student engagement in Duke’s AAMN Chapter
- Support student-initiated social activities
- Encourage collaborations between student organizations
Empowering Faculty to Make a Change

• Obtained internal grant funding to develop a workshop for faculty, clinical instructors, and PhD students

• Workshop Goals:
  – Identify situations where gender plays a role in incivility in nursing education
  – Explore strategies that can be used to address gender-associated incivility in nursing education
  – Implement targeted approaches to address gender-associated incivility in nursing education

2-day Workshop on Incivility
April 25 & 26 at DUSON

Day 1 – Addressing Gender-Driven Incivility in Nursing Education

Guest speakers:
Cynthia Clark PhD, RN
Stephanie Gedzyk Nieman DNP, RN
Jennie DeChayse PhD, DNP, RN & Theater Delta

Day 2 – Best Practices to Foster Healthy Work Environments
9am – 10:30 and 2 – 3:30pm Staff
11:30am – 12:30 and 2 – 3:30pm Faculty

Cynthia Clark PhD, RN

Sponsored by DUSON Institute of Educational Excellence & DUSON Office of Diversity and Inclusion

Registration required & Admission is free, sponsored by the Office for Faculty Advancement, DUSON Institute of Educational Excellence and Office of Diversity and Inclusion
Faculty Development Workshop

• Through the use of trigger films, participants will be able to:
  – Recognize manifestations and occurrences of student-to-student incivility
  – Verbalize key differences between gender-associated incivility versus challenging behaviors within the learning environment

• Through facilitated small group activities, participants will be able to:
  – Think-pair-share on gender-associated incivility they have personally witnessed or been involved with
  – Recognize the uniqueness's associated with gender-associated incivility
Faculty Development Workshop

• Through the combined use of live theater and trigger films, participants will be able to:
  – Brainstorm potential proactive strategies that can be used to prevent incivility in the learning environment
  – Use self-reflective activities to practice conversational techniques that can be used when intervening in situations of gender-associated incivility

• Through facilitated small group activities, participants will be able to:
  – Brainstorm potential proactive strategies that can be used to prevent incivility in the learning environment
  – Create an individualized resource list of strategies which can be used to impact gender-associated incivility in the learning environment
Areas for Future Work

• Continue to work to better understand factors associated with gender-associated incivility:
  – Additional focus groups (students of all levels, practitioners, faculty)
  – Look outside of nursing into other disciplines

• Gather data on the effect of interventions

• Adapt the work to address similar issues outside of nursing
Conclusion

• Efforts to mitigate incivility must be on-going.

• We must not be afraid to share our experiences.

• Gender can no longer be ignored as a contributing factor to disruptions in quality nursing education.

• Gender deserves the same degree of attention that other factors associated with creating a safe environment receive.


Contact Information

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