Impact of a Faculty Development Workshop on Gender-Associated Incivility in Nursing Education: A Pilot Study

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Disclosure Statement

The presenters do not have any real or perceived vested interest that relate to this presentation.
Objectives

- Describe the phenomenon of gender-associated incivility
- Discuss the implementation of a faculty advancement workshop, designed to address gender-associated incivility
- Explain outcomes related to a gender-associated incivility workshop
Background

• Male nursing students comprise approximately 11.7% of pre-licensure nursing students
• Underrepresented students have different lived experiences regarding their education
  – Inability to relate to common teaching strategies
  – Exclusion from clinical experiences
  – Expectations for a specialty selection other than bedside nursing
  – Gender bias by faculty/instructors
  – General lack of acceptance by female peers and faculty
Incivility in Nursing

• Background:
  – Reported in the literature for over 20 years
  – Acts of verbal and/or physical aggression
  – Exists in nursing academia and workplace
  – Has serious impact on one’s wellbeing

• Causes:
  – Highly charged nature of the environment
  – Response to high expectations and rigor of profession
  – Perception of nurses being in an “oppressed state” by those in power
  – “Normalizing” climate of disrespect in our 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.”
Background: Gender-Associated Incivility in Nursing

- Lack of history about men in nursing
- Low proportion of men in and entering the nursing profession
- Lack of male role models
- Perpetuated stereotypes faced by men in nursing
- Assignments based on gender
  - (i.e. lifting and moving patients)
Causes: Gender-Associated Incivility in Nursing

• Gender-bias impedes recruitment & retention
• Little or no course content on men’s contribution to nursing
• Gender-related bias in some clinical areas
• Implication of touch and the masculinity
• Lack of social support in school and transition to practice
Student Suggested Interventions

• Faculty intervene at the time of incivility.

• Training for faculty and students around this issue.

• “Being called…the “penis group”…a double standard exists.

• Let students know that derogatory comments are inappropriate.

• Role play in class or use videos (online) to illustrate common issues.
Development of an Initiative to Address Gender-Associated Incivility

- Skills to Intervene
- Faculty Recognition
- Acknowledging the Problem
Empowering Faculty to Make a Change

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

• Overall 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
Faculty Development Workshop

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

• Through facilitated small group activities, participates will be able to:
  – Think-pair-share on personal experiences with gender-associated incivility
  – Recognize the uniqueness's associated with gender-associated incivility
Trigger Films
Trigger Films

Duke University School of Nursing
Trigger Films
Faculty Development Workshop

Through the combined use of live theater, trigger films, and facilitated small group activities participants were able to:

- Brainstorm potential proactive strategies to prevent gender-associated incivility
- Use self-reflective activities to practice conversational techniques to intervene in situations of gender-associated incivility
- Create an individualized resource list of strategies to impact gender-associated incivility in various learning environments
Live Theater
Live Theater
Live Theater
The Impact

- N=25
- 84%
  - Have the tools to be more proactive in preventing gender-based incivility

- 88%
  - More aware of the consequences of incivility in the learning environment
  - Increased ability to intervene in their teaching practice

- 95%
  - Increased understanding of gender-based incivility
  - Improved ability to recognize gender-based incivility
Conclusion

• Faculty are interested in developing skills to improve recognition of and interventions around gender-associated incivility.

• Highly-interactive workshops are one effective method of engaging faculty around the topic of gender-associated incivility.

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

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

Discussion and Questions?

Thanks for your participation!
Benjamin, Stephanie, Brett, and Margie