Nursing Students’ Perceptions of Student-to-Faculty and Faculty-to-Student Incivility in the Online Learning Environment

Rachel E. Lull, MSN, RN, CMSRN

American Sentinel University
Doctor of Nursing Practice in Educational Leadership

Final Defense
Acknowledgements

Committee Chair
Dr. Laura Bourdeanu, PhD

Committee Member
Bonnie Beardsley, PhD, BC-NE
Introduction

• Distance learning becoming increasingly popular

• 39,000 accredited online programs in the U.S. (U.S. Department of Education, 2017)

• Incivility defined

• Online incivility is a growing problem nationwide (Clark, 2008)

• Incivility in nursing education consequences addressed (Natarajan, Muliira, & Van Der Colff, 2017)

• Focus on prevention & call for further research
Problem

• Distance learning now common at most higher learning institutions
• Demand for higher educated workforce has many nurses returning to school
• Increased enrollment in online courses
• Scant research focused on incivility in the online classroom
• Interventions to address incivility are needed

Purpose

• Determine student perceptions of uncivil behaviors

• Enhance understanding of incivility

• Provide educators with understanding of interventions

• Build prevention measures to decrease the frequency of behaviors
Significance

• Demand for higher educated workforce
• More nurses returning to school via online programs
• Failure to address has many negative consequences on both student & faculty
• Aid in building insight on behaviors and the development of policies

(Clark et al., 2012a)
Research Question

In students who are actively enrolled in one school of nursing and who are taking at least one online course, what are their perceptions of faculty-to-student and student-to-faculty incivility in the online learning environment?
Theoretical Framework

Fostering Civility in Nursing Education model

• Developed by Dr. Cynthia Clark in 2008
• Assist in addressing factors leading to incivility
• Identifies intersection of stress between students and faculty
• High stress moments interconnect = incivility
• Provides guidance to identify uncivil behaviors and causes
Review of the Literature

• Definition of incivility
• Behaviors identified as civil and uncivil
• Student-to-faculty incivility
• Faculty-to-student incivility

(Clark, 2008; Clark et al., 2012a; Clark Ahten, & Werth, 2012b; Clark & Springer, 2007; McNiell et al., 2017)
Incivility in the Online Learning Environment Survey

- Survey used in three previous publications
- Findings from previous studies
- Recommendations for nursing practice and future research

(Cain, 2017; Clark, 2008; Clark et al., 2012a; Clark et al., 2012b; McNiell et al., 2017)
Project Design

Quantitative, Cross-Sectional Survey Design

• Summer 2018 semester survey distribution

• Convenience sampling

• Invitation to participate in survey sent to RN to BSN and MSN track nursing students

• Enrollment in at least one online course required
Setting & Sample

Setting

• Small not-for-profit faith-based university
• Greater Kansas City area

Sample

• RN to BSN and BSN to MSN students
• Enrolled in at least one online courses
• Convenience sampling
• Voluntary Participation
• Sample size calculation (Creative Research Systems, 2012)
Scope and Limitations

Scope

• Designed to evaluate student perceptions on incivility

Limitations

• Convenience sampling
• Selection bias
• Recall bias (Creswell, 2012)
• Limited response options within survey
• Avoidance to answering in extremes categories (McLeod, 2008)
Instrument

In civility in the Online Learning Environment (IOLE) Survey

- 42 questions - Likert scale and multiple choice
- Created by Dr. Clark, 2008
- Use in three previous publications
- Pilot study conducted with seven faculty and 31 students
- Two sub categories: student-to-faculty and faculty-to-student behaviors and experiences
- Reliability: Cronbach’s a = .987

(Clark et al., 2012a; Clark et al., 2012b)
Ethical Considerations

• Ensure Information remains safe and confidential
• Access to data only available to researcher
• Data displayed without identifiers
• IRB approval from both ASU & MNU
• Breach of data always possible
• Possible emotional discomfort
• Participation not required
Methods and Procedures

- IRB approval obtained from both ASU and the participating institution
- IOLE survey entered into SurveyMonkey for distribution and collection
- Link posted to program specific LMS forum
- Reminders sent two weeks & four weeks after initial posting
Data Management

- IOLE survey stored on SurveyMonkey for data collection and management
- Transferred to SPSS post-survey period for analysis
- Data stored on researcher’s personal, secured, computer post-survey
- Data will be destroyed five years post-study
Data Collection and Analysis

Collection

• Survey Monkey for survey distribution and collection

Analysis

• SPSS for statistical analysis of data
• Divided into subcategories for student-to faculty and faculty-to-student behaviors and experiences
• Descriptive statistics: Demographics & Likert scale responses
• Total score given for all variables
• Wilcoxon signed-rank test: Multiple choice questions
Major Findings: IOLE Survey

Demographics
• Descriptive statistics

Two Categories
• Student-to student & student-to-faculty
• Total score range: 18-72 for all categories
• Total score on the two subcategories of $<36$= Increased perception behaviors/experiences are uncivil

Two Multiple Choice Questions
• Wilcoxon sign-rank test to determine statistical significance
  • $p$-value of $<0.05$ indicates statistical significance.
Major Findings: Student Behaviors and Experience

Student Behaviors and Experience Findings

- Total score of <36 = increased perception or experience of incivility
- Total behavioral score: 28.38
- Total experience score: 63.31
- Individual questions discussed
Major Findings: Faculty Behaviors and Experience

Faculty Behaviors and Experience

• Total score of <36 = increased perception or experience of incivility
• Total behavioral score: 25.54
• Total experience score: 66.77
• Individual questions discussed
Major Findings: Multiple Choice Questions

Multiple Choice Questions

• 53.8% reported incivility to be a mild problem
• 46.2% perceived that students are more likely to engage in uncivil behaviors than faculty
• Comparison using two Wilcoxon sign-rank test
  • Questions 1: $p = 0.001$
  • Questions 2: $p = 0.001$
Threats to Validity

Internal Threats
• Sample size
• Recruitment through convenience sampling

External Threats
• One school of nursing
• Limited to RN to BSN and BSN to MSN students
• Faith-based university
• Convenience sampling
Implications for Nursing Practice

• Comparison of findings from similar studies by Clark et al. (2012a), Clark et al. (2012b), and McNeill et al. (2016) that used the IOLE survey
• Student-to-faculty & faculty-to-student incivility
• Overall, students’ view incivility as a problem in both groups
• Increased insight into student perceptions of incivility
• Call for further research into areas of online incivility
Recommendations for Nurse Leaders

• Build recognition and interventions
• Implement policies specific to incivility in the online environment
• Be proactive: Set clear, upfront expectations for both students and faculty
• Training provided for both groups & ensure policies are understood
• Develop a no-tolerance stance

(Davis, 2013; Galbraith & Jones, 2010; Marchiondo, Marchiondo, & Lasiter, 2010; Ward & Yates, 2014)
Recommendations for Future Research

• Increase diversity of sample population
• Expand to examine incivility among faculty-to-faculty & student-to-student
• Explore various incivility subcategories

(Davis, 2013)
Discussion & Conclusion

- Incivility in online learning widely under-researched
- Quantitative cross-sectional survey design
- Explore student perceptions of incivility
- Results may guide in the development of prevention measures
- Increase faculty recognition of behaviors

(Clark & Springer, 2007, Clark et al., 2012a, Clark et al., 2012b, McNeill et al., 2016)
Questions

(913)-908-3677

Lullrachel@gmail.com
References

Cain, L. B. (2017). Relationship between age, gender, and incivility in online registered nurses to Bachelor of Science in Nursing degree. Available from https://search.proquest.com/docview/1876886987?accountid=169658


References Continued


