Self-Awareness of Civility Among Nursing Faculty in Creating a Positive Learning Environment

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Background

Incivility in Nursing Education
- Lack of respect for others
- Condescending speech or attitudes
- Failure to listen to other's points of view
- Disruptive behavior in classroom
- Bullying or potentially violent behaviors

Positive Learning Environment
- Nursing faculty are role models for civility
- Students
  - Co-teachers
  - Role models
  - Professional obligation to create PLE
  - Self-awareness of civil behavior is key in order to create PLE
- Students learn most effectively in PLE

Methods

Design: An exploratory descriptive research design
Setting: Online web-based survey generated by SurveyMonkey.com
Sample: Nursing faculty teaching students in the classroom setting
- New nursing programs in Maryland
- Inclusion Criteria: English speaking, no teaching, nurses faculty teaching in the classroom setting
Recruitment: IRB approval from MNU
- Voluntary participation by nursing faculty
Instrument: "Civility Index for Faculty"
- 22 items; 5-point Likert scale

Results

Descriptive Statistics: Civility Scale Score
- Mean: 70.79
- SD: 11.15

Specific Aim 1:
- Explore nursing faculty’s perceptions of civil behaviors in the classroom and creating a PLE
- 0.00 (High civility score) to 1.00 (Low Civility score)
- Mean Value (MV) and Total Mean Score (TMS)
  - MV (1.00 – 5.00)

Descriptive Statistics for Instrument: Clark’s Civility Index for Faculty

Specific Aim 2:
- 2.1: Pearson’s r: No significant relationships between faculty age in years, years of nursing experience, or years of experience teaching and their awareness of their civil behavior

Specific Aim 3:
- 3.1: Independent t-test: No significant differences between faculty age in years, years of teaching experience, and awareness of their civil behavior
- 3.2: ANOVA: No significant differences across levels of education of nursing faculty on their awareness of civil behavior in creating a PLE

Discussion

Summary of Findings:
- Demographic variables did not influence awareness of civil behaviors
- 74% of nursing faculty are very in classroom
- 70% of nursing faculty are Caucasian
- 87% of nursing faculty hold graduate degrees
- 75% of nursing faculty hold > 20 years experience in nursing practice
- 92% of nursing faculty believed that they are respectful and accountable in teaching (very civil)
- Fewer than 20% of nursing faculty believe that they do not create other faculty to observe their teaching and provide feedback

Limitations:
- Period of data collection (2 months)
- Included only local nursing faculty
- Included only nursing faculty teaching in classroom
- Indirect access to faculty survey distributed by Directors of nursing programs

Recommendations:
- Recruit a larger number of faculty (regional, state wide, and national level over a long period of time)
- Examine possible differences in perception of civil behaviors between older and younger age groups
- Evaluate the highest level of education completed by faculty teaching in all levels of education (associate, baccalaureate, and graduate)
- Introduce civility awareness to nursing faculty at all academic levels and settings (classroom and clinically)
- Develop a comparative civility index to evaluate students perceptions of faculty civility

Conclusions & Implications
- Significant levels of self-awareness contribute to development of a positive learning environment at all levels of nursing education
- The Civility Index for Faculty provides an opportunity to increase awareness of civil behaviors through reflective exercises
- Knowledge gained from this study can be used to identify strengths, and opportunities to improve civility in academic

According to Clark (2015) without awareness, nothing will change

References

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