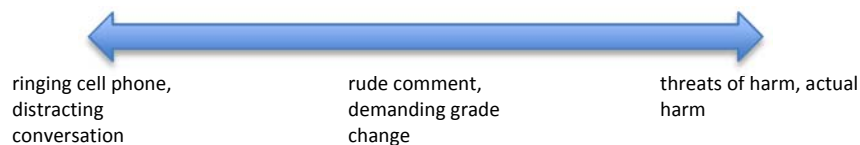


Academic Incivility

VUSN FIT Tips

Definition

- Any speech or action that disrupts the harmony of the teaching-learning environment; can be intentional or unintentional.
- Student/Faculty, Faculty/Student, Faculty/Faculty
- Continuum of behaviors



- Faculty behaviors: ineffective teaching methods, changing class assignments, favoritism, talking negatively about other students, being late to class, rude comments, exerting superiority, belittlement

Contributors

- Faculty – stress from demanding workloads, competition in high stakes academic world, role stress
- Students – stress from demanding workloads, competition in high stakes academic environment for grades, scholarships

Results

- Faculty report physical and psychological symptoms

“ never again will I give anything less than a B. It’s not worth the physical, mental and emotional aftermath.”

- Students report feelings of powerlessness, anger, fear of grade retaliation

“ my clinical faculty treated me like a child...rolling her eyes, making me feel stupid.”

The Clinical Connection – Today’s students are tomorrow’s colleagues.

- False assumption that if students perform well in didactics, they will also know how to behave and communicate in a professional manner
- Clinical faculty and clinical practice partners are in best position to observe and evaluate students in the workplace

Promoting Civility

- Role model respect – requires self awareness and examination of teaching methods, conduct and communication
- Plan for success – clearly articulate the objectives and levels of competence of the experience, foster student ownership and commitment to learning as well a accountability for behavioral outcomes
- Use active learning strategies that promote cooperative, collaborative environments, NOT a top down learning experience that emphasizes conformity, obedience, and dependence – ↑collaboration = ↓incivility
- Periodically evaluate the learning environment - 1 minute paper for students to identify troubling behaviors and make suggestions for addressing the problem
- Dealing with disruptive student – take a break, coffee cup conversation, report as needed. If setting up a time to meet let someone else know, open door, be non-threatening, refer to established norms, and get an agreement for improved behavior.

Joy Stealing – Mean Faculty

- Broken boundaries, shame, blame, misrepresentation, mandates, devaluing, distortion, betrayal, prejudices, exclusion
- Celebrate growth, scholarly endeavors and successes
- Turn teaching into scholarship, peer projects and products, collaboration

Selected References & Resources

Clark, C. M., & Kenaley, B. (2011). Faculty empowerment of students to foster civility in nursing education: A merging of two conceptual models. *Nursing Outlook*, 59, 158-165.

Clark, C. M. (2009). Faculty field guide for promoting student civility. *Nurse Educator*, 34, 194-197.

Clark, C. M. (2008). The dance of incivility in nursing education as described by nursing faculty and students. *Advances in Nursing Science*, 31, E37-E54.

Heinrich, K. T. (2010). An optimist’s guide for cultivating civility among academic nurses. *Journal of Professional Nursing*, 26(6), 325-331.

Heinrich, K. T. (2007). Joy stealing: Ten mean games faculty play and how to stop the gaming. *Nurse Educator*, 32(1), 34-38.

Luparell, S. (2011). Incivility in nursing: The connection between academia and clinical setting. *Critical Care Nurse*, 31(2), 92-95.

Luparell, S. (2004). Faculty encounters with uncivil nursing students: An overview. *Journal of Professional Nursing, 20*, 59-67.