

RCEU 2023 Project Proposal

Project Title

“Civility as a Nursing Concept in the Clinical Setting”

Faculty Information

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I. Project Description

Uncivil faculty practices in the clinical nursing setting devalues nursing students, contributes to course withdrawals, and compromises patient safety. Students may not share their concerns due to fear of retribution which surrounds the student-teacher role differential. Typical undergraduate nursing coursework includes instruction on the core values of diversity, equity, and inclusivity which prepare students for future nursing practice. Coursework on civility is underutilized and not yet well-defined in the undergraduate nursing curriculum.

The motivation for this project arises from peer to peer faculty civility workshops which have improved workplace satisfaction according to informal faculty reports. Faculty and student civility workshops are not a typical component of undergraduate BSN nursing curriculum. Qualitative student-led interviews can more accurately identify a clinical instructor's behaviors and activities that are deemed as "uncivil." Simultaneously, a separate arm of the study (with a separate RCEU proposal ID) will be collecting student-led qualitative interviews limited to the classroom setting. The two arms will culminate in one body of research which utilizes two students.

The goal of the clinical project arm is to explore the "lived experiences" of UAH College of Nursing students to identify if uncivil faculty-to-student behaviors have occurred in the clinical setting. Based on the data collected, the undergraduate nursing curriculum will be examined for the potential merit of adopting "civility" into the existing approach. Furthermore, information gathered in this study will be offered to a Civility Action Subcommittee of the DEI Committee.

The objectives of this project are as follows: (1) the UAH College of Nursing [CON] student will collect up to 20 survey responses from nursing student peers identifying any perceived uncivil faculty-student behaviors in the hospital setting and/or simulation laboratory, (2) apply principles of phenomenological qualitative research design to the collected data to create themes, (3) analyze and organize the results in preparation for writing a manuscript, (4) synthesize a short paper that describes the findings.

II. Student Duties, Contributions, and Outcomes

a. Specific Student Duties

Initially, the student must complete the required CITI training modules between acceptance of the project and May 30th. These include: Human Subjects Researchers, Responsible Conduct of Research, Conflicts of Interest, Export Compliance. In the first week, a literature review of three journal articles regarding faculty-student civility in the clinical environment will be required. The student will conduct 20 one-to-one interviews (barring any unforeseen circumstances) using open-ended questions during the data-collection phase. This approximates to seven interviews

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per week over a total of three weeks. The project methodology is a phenomenological approach. The mentor will meet with the RCEU student via virtual Zoom meetings weekly. In-person meetings will occur three times over the duration of the project, once at the start of each phase (data collection, data analyzation, and data reporting). During the second 3-week phase, the student will use statistical data software to code, organize, and analyze data. During the last 3-week phase, the student will write a short 3 to 5-page paper to discuss the findings.

b. Tangible Contributions by the Student to the Project (10% of Review)

Tangible contributions include a poster presentation at the 2023 Summer Community of Scholars Poster Session, publication in Perpetua, and a paper delivered to the Civility Action Sub-committee at the UAH College of Nursing which will aid in future decision-making.

c. Specific Outcomes Provided by the Project to the Student (30% of Review)

Specific outcomes for the RCEU student include: (1) achieving an understanding of phenomenological qualitative data in regards to collecting, summarizing, and interpreting it, (2) utilizing one statistical data software program, (3) developing writing skills with an opportunity to participate in the writing workshop, (4) and provide a basis for additional faculty research on this topic and instituting civility education into nursing curriculum.

III. Student Selection Criteria

Students were initially selected for the project using the following requirements: program of study (nursing), rank (undergraduate), and completion of the course NUR307 Inquiry into Evidence-Based Nursing Practice. Applicant interviews were conducted and one student was chosen based on cover letter, resume, and interview responses. The chosen student is active in the College of Nursing and participates in the Student Advisory Council to the Dean. This student expressed interest in obtaining a doctoral degree in the future.

IV. Project Mentorship (30% of Review)

Meetings will occur by Zoom weekly, and three times in person. During the first week of orientation, I will require a literature review of 3 articles. Mrs. Tammy Shults (the mentor for the classroom study arm) and I will demonstrate correct interviewing techniques, expectations and methods. Prior to the 4th week, I will instruct the student on a data software program for qualitative data use. Our last meeting will discuss guidelines prior to the student writing the manuscript. The student's final draft will be due by the last day of the project. Mrs. Shults and I will mentor our students independently and as a team. We will meet together the first week and on an as-needed basis. My Faculty status is Full-Time effective 2023-2024 (not Temporary).