

University of Alabama in Huntsville

LOUIS

Summer Community of Scholars (RCEU and
HCR) Project Proposals

Faculty Scholarship

1-1-2023

Civility as a Nursing Concept in the Classroom Setting

Tamela Shults

University of Alabama in Huntsville

Follow this and additional works at: <https://louis.uah.edu/rceu-proposals>

Recommended Citation

Shults, Tamela, "Civility as a Nursing Concept in the Classroom Setting" (2023). *Summer Community of Scholars (RCEU and HCR) Project Proposals*. 408.

<https://louis.uah.edu/rceu-proposals/408>

This Proposal is brought to you for free and open access by the Faculty Scholarship at LOUIS. It has been accepted for inclusion in Summer Community of Scholars (RCEU and HCR) Project Proposals by an authorized administrator of LOUIS.

Civility as a Nursing Concept in the Classroom Setting

Tamela Shults, Clinical Instructor
Undergraduate BSN Program, College of Nursing
1610 Ben Graves Drive NW, Huntsville, AL 37816, NB 323
W: 256-824-6874 C: 719-359-0495
Tls0066@uah.edu

RCEU23-NUR-TLS-01-FINAL

RCEU 2023 Project Proposal

1

I. Project Description

Civility as a Nursing Concept in the Classroom is a qualitative research focused study to identify student perceptions regarding faculty incivility. Faculty who are perceived as “uncivil” in the nursing classroom setting hinder program outcomes, devalue nursing students, compromise students’ success, and contribute to program withdrawal. Students are more likely to share their concerns surrounding incivility with fellow nursing students during the qualitative interview process as the student-teacher’s role may inhibit honest, accurate feedback. Undergraduate nursing curriculum usually focuses on the core values of diversity, equity, and inclusivity which prepare students for future nursing practice; however, the concept of incivility regarding how to recognize it, understand it, and overcome it does not receive adequate attention. Peer to peer faculty civility workshops have improved workplace satisfaction. The concept of civility/incivility is not part of the undergraduate BSN nursing curriculum in either the didactic or clinical setting. Student-led qualitative interviews can more accurately identify a classroom 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 clinical setting. The two arms of research findings will culminate in one manuscript. The student will be expected to conduct 20, 1:1 personal qualitative interviews, attend weekly meetings (either face to face or virtual), and assist with analysis of the data. Prerequisites/Requirements: The student must be a current CON student in good academic standing and completed NUR 307 Inquiry into Evidence Based Practice.

II. Student Duties, Contributions, and Outcomes

a. Specific Student Duties

During the RCEU Project the student will be expected to attend weekly meetings (either face to face or virtual), complete the Citi Training Modules: Human Subjects Researchers, Responsible Conduct of Research for All Researchers, Export Compliance, and Conflicts of Interest prior to conducting the qualitative interviews, conduct 15-20, 1:1 personal qualitative interview via face to face or zoom, collect data, and transcribe interviews. With assistance from the mentor, the student will analyze the data identifying themes while ensuring participant information remains confidential and unbiased throughout the process. After analysis completed, student and mentor will meet with the separate and distinctive RCEU project: Civility as a Nursing Concept in the Clinical Setting team (Dr. Rachel Seady and prospective student) to compare findings. The student will submit a 2–3-page synopsis of their specific project, findings, and recommendations for future research and/or steps to decrease the incidence of incivility in the classroom. In addition, the student will create a poster presentation which will be presented at a UAH event.

1

RCEU 2023 Project Proposal

2

b. Tangible Contributions by the Student to the Project

(10% of Review)

The student is the heart of this project as they provide the most likely avenue of collecting honest data. Students are more likely to be vulnerable and share their experiences in the classroom with a peer rather than an authority figure, such as a faculty member.

b. Specific Outcomes Provided by the Project to the Student

(30% of Review)

Civility encompasses respect, kindness, professionalism, and reflective practice in all settings. Nursing is collaborative and requires nurses to interact and communicate effectively in an array of situations; future nurses must know how to practice civility amongst each other, their patients, family members, and other healthcare professionals. Previous qualitative research demonstrates that incivility among students and faculty exist in nursing education when inattentiveness, inconsistency, and lack of reflective practice occur. Incivility hinders program outcomes by devaluing nursing students, compromising students' success, and contributing to program withdrawal. If incivility is recognized and addressed appropriately and does not escalate then quality of life improves for all involved (Clark, 2013).

Student Outcomes

By the end of this project, the student will be able to conduct and analyze qualitative research, synthesize the findings in a 2–3-page report, and create a poster presentation that will be shared at a UAH event. The student will be able to demonstrate increase confidence, competence, and understanding of the entire qualitative research process so that they can utilize the knowledge in future academic aspirations of research and obtaining a doctorate degree.

Student Selection Criteria

Prerequisites/Requirements: The student is a current College of Nursing student in good academic standing who will complete NUR 307 Inquiry into Evidence Based Practice during the Spring 2023 semester prior to the beginning of the RCEU project.

III. Project Mentorship

(30% of Review)

As the prospective project mentor, I will lead, guide, and empower the student throughout the research process. I will create the qualitative research questions, gain IRB approval, assist with marketing methods for participants, collaborate with the analysis of findings, and provide feedback on the paper draft and poster presentation. Weekly or bi-weekly meetings will occur to ensure adherence to specific deadlines. I will be available via email, text, or by phone throughout the 10-week experience. If at any time, I am unavailable, Dr. Rachel Seady will assist. At the culmination of the RCEU project, the student will feel supported and understand the importance of successful mentorship and civility within the nursing profession.

2