

Research Brief

This Is Who We Are: Promoting Professional Behaviors and Civility in Nursing Education

Myrna Williamson, EdD, MSN, RN
Jacksonville State University

ABSTRACT

Background: Incivility, lack of professionalism, distrust and uncaring behaviors negatively impact the teaching and learning environment. Nurse educators concluded that many of these disturbing trends could be prevented and/or managed effectively if faculty and students were educated about expected professional behaviors.

Aim: To promote a healthy academic community through the engagement in activities focused on professional behaviors among nursing faculty and students.

Methods: Professional development activities were planned to promote a healthy academic community by educating faculty and student participants regarding professional behaviors in the teaching and learning environment. Faculty and student initiatives were designed to promote wellness, professionalism, civility, caring, and trust. The initial activities were entitled, "This Is Who We Are."

Results: Initial outcomes included a position statement created and signed by faculty to facilitate professional behaviors. Students created and signed a position statement exemplifying the desired behaviors of the cohort.

Conclusions: Engagement activities are ongoing involving all faculty and all nursing student cohorts during their first semester in nursing school with additional training and updates planned. Initial anecdotal evidence from faculty and students regarding the benefits of these offerings are strongly supportive and demonstrate the beginning steps to a healthy academic environment in nursing education.

Submitted 30 March 2018; accepted 16 May 2018

Keywords: healthy academic environment, incivility, professionalism

Incivility, lack of professionalism, distrust, and uncaring behaviors negatively impact the teaching and learning environment. Nurse educators have concluded that many of these disturbing trends could be prevented and/or managed more effectively if faculty and students were educated about the expected behaviors in the teaching and learning environment and of the professional nurse role (Clark, 2017; Luparell, 2011; Williamson, 2011). To promote professional behaviors and civility in nursing education among faculty and students leading to a healthy academic environment, the administration and faculty at a College of Nursing (CON) in a small state university in the Southeast United States began the development and implementation of a comprehensive professional development plan.

The professional development activity entitled, "This Is Who We Are," described here was initiated first and is the main emphasis of the overall professional development strategy. The plan was designed and implemented to promote a healthy academic environment through engagement activities focusing on professionalism, civility, caring,



and trust among faculty colleagues and students. For the participants, the activity focused on the desired professional behaviors in the teaching and learning environment and the interactive engagement activity which would promote those behaviors.

The activities for faculty and students resulted in an outcome or resolution statement which reflected faculty's desire to develop a climate where professional behaviors are modeled and supported, and learning is encouraged. The position statement created by the students' exemplified the desired and expected behaviors among the nursing student cohort. Both faculty and student activities were designed to build and promote a healthy academic community where faculty feel supported and students feel cared for. Engagement activities are currently ongoing and involve all faculty and all nursing student cohorts.

Background and Literature Review

Nurse educators face many challenges while attempting to educate and prepare student nurses for the rigors of professional nursing. Many issues can negatively impact the teaching and learning environment such as incivility, lack of professionalism, distrust and uncaring behaviors. These adverse behaviors are currently topics of concern in nursing and higher education and are of particular concern in a "caring" profession such as nursing (Luparell, 2014, 2011). Medical errors, the increasing cost of patient care, and poor patient satisfaction outcomes have been shown to be the result of negative and uncivil behaviors in healthcare settings (Fidelindo & Bernstein, 2014; Luparell, 2011). Preventable adverse outcomes related to unprofessional and disruptive behaviors can also have a negative impact on patient safety and a broad range of health-related outcomes when occurring in the clinical environment (Clark, 2017; Luparell, 2011).

The Code of Ethics for Nurses (American Nurses Association[ANA], 2015a, p. 3) Provision 1.5 states, "The nurse creates an ethical environment and culture of civility and kindness, treating colleagues, coworkers, employees, students, and others with dignity and respect." The provision further stresses the impact of unethical and negative behaviors, such as bullying, on those whom nurses serve. Clark and Springer (2010) emphasized the unique role of nurse educators in establishing a culture of respect and civility leading to a healthy teaching and learning environment for both faculty and student nurses. Nurses have an ethical obligation to contribute to a culture of civility and respect in the work setting including the academic environment. According to Clark (2017) nurse faculty lead the way in developing a healthy academic community by modeling professionalism, respect and civility in their academic role.

According to Luparell (2011), as nurse educators' focus on creating a healthy academic environment, it is important to emphasize professional behaviors such as conflict resolution, critical communication and civil behaviors in nursing curricula. Connelly (2009) stressed the importance of the introduction of a civility code for first semester students which outlines the expected and desired behaviors. The mission and vision statement of the university should be the starting point for the development of the civility code which would parallel with the foundational statements of the college of nursing. The *Position Statement on Incivility, Bullying, and Workplace Violence* (ANA, 2015b, p. 9) states, "...to promote healthy interpersonal relationships with one another...nurses should insist on and participate in effective communication, diversity, and inclusiveness, and conflict negotiation and resolution training offered by their employer, by an academic program, or through continuing education courses."

According to the National League for Nursing (NLN) Core Competencies of Nurse Educators, competency eight (2005), "...the nurse educator functions as a good citizen of the academy...integrating the values of respect, collegiality, professionalism, and caring to build an organizational climate that fosters the development of students

and teachers” (paragraph 8). Allowing the NLN Core Competencies for Nurse Educators (2005) to guide practice, nurse educators have concluded that many of these disturbing trends could be prevented and/or managed more effectively if faculty and students were thoroughly engaged in a collegial and civil environment which promoted the appropriate behaviors required in the professional nurse role (Clark, 2017; Connelly, 2009; Williamson, 2011).

Modeling professionalism through collegial behaviors such as caring, patience, and integrity will promote a positive work environment for faculty while stimulating a positive teaching and learning environment for the student (Clark, 2017). Training students for the professional nurse role, the demanding nature of the nursing school, and how to constructively deal with stressors are just a few of the approaches identified to decrease incidences of incivility while learning the expected behaviors of the professional nurse role (Williamson, 2011). Competency one of the NLN Core Competencies of Nurse Educators (2005), further advises the nurse educator to, “...develop collegial working relationships with students, faculty colleagues, and clinical agency personnel to promote positive learning environments” (paragraph 1). Luparell (2014) identified the key role faculty plays in the academic environment to introduce resolutions and policies which reflect professionalism, behavioral responsibility, and civility in all aspects of faculty and student interactions. Nurse educators are uniquely equipped to develop a climate where caring and professional behaviors are modeled, where faculty and students feel supported and learning is encouraged.

According to the American Association of Colleges of Nursing (AACN) Baccalaureate Essentials (2008), “...inherent in accountability is responsibility for individual actions and behaviors, including civility. To demonstrate professionalism, civility must be present” (p. 26). According to Clark (2017), “...all institutions of higher learning need to create and widely disseminate clearly articulated vision, mission, and shared values statements with an intentional focus on civility, professionalism, and ethical conduct” (p. 121). Engaging faculty and students in interactive activities designed to promote civil, caring and trusting behaviors is an effective way to promote a positive teaching and learning environment, encourage professionalism and prevent faculty and student incivility and other unprofessional behaviors.

Theoretical Framework

The framework which provided the foundation for the interactive faculty and student engagement activities was based on Jean Watson’s Theory of Human Caring. According to Torregosa, Ynalvez, and Moran (2016, p. 2)), “Understanding the impact of caring on nursing education is not only of value to training systems in the United States, but also to systems elsewhere.” One of the core aspects of the human caring theory and part of the carative factors is faculty engagement in caring relationships with students in nursing education. It is based on these caring relationships that faculty engage in a genuine teaching and learning environment (Torregosa, Ynalves, & Moran, 2016). Just as the nurse educators’ life experiences have influenced their own philosophy of teaching and student engagement, Watson’s theory was significantly influenced by her own life experiences in conjunction with her values, beliefs, and perceptions about life and human caring (Butts & Rich, 2018).

Caring, in the academic setting, can be applied to the experiences and attitudes of the caring relationship between faculty and students. This relationship is reciprocal, faculty care for students which is demonstrated through their provision of high-quality services blended with disciplinary values, and skilled approaches. In a healthy and caring relationship, students are energized, optimistic and evoke a positive energy as they feel cared for and appreciated (Butts & Rich, 2018). Torregosa, Ynalves, and Moran (2016) proposed that students’ perceptions of faculty caring could positively impact campus climate. These authors further suggested that students’ direct experiences with faculty

and indirect experiences through faculty role-modeling promoted a healthy teaching and learning environment where supportive, caring relationships were valued.

According to Prato, Bankert, Grust, and Joseph (2011) utilizing Watson's human caring theory as a theoretical underpinning for the academic environment can promote respect and collaboration among faculty and students leading to a healthy academic community. Transformation and empowerment of the faculty and the student allows both to advance professionally as they each contribute to the academic learning process. When the academic teaching and learning environment is grounded in Watson's theory, faculty-student relationships are focused on ethical caring which promotes knowledge acquisition, health and wellbeing of both the faculty and the student.

The foundational influences of Jean Watson's Theory of Human Caring are evident throughout the faculty and student engagement activities and the outcome statements. The faculty is influenced by their lived experiences and growth in nursing and in the nurse educator role. Students are positively influenced and perceive a culture of caring in the professional nurse role through new insights, development, and learning experiences fostered by faculty. Faculty and student growth and understanding is demonstrated through verbal expression found throughout their outcome or resolution statements. Utilizing the theory of human caring to frame the interactive engagement activities provides a successful avenue to demonstrate professional behaviors, civility, trust and a caring between faculty and students in the teaching and learning environment of nursing and higher education. Thus, by Watson's theory, the foundation is laid for the pathway to building a healthy academic community.

Methods

The administration and faculty at a College of Nursing (CON) in a small state university in the Southeast United States are committed to promoting a healthy academic environment focused on professional behaviors and civility in nursing education. The vision statement of the CON is supported by the core values of professionalism, compassionate care, excellence and integrity and is based on the NLN Core Competencies for Nurse Educators (2005). Based on these core values, NLN competencies, Jean Watson's Theory of Human Caring, and the mission and vision statement of the CON, plans were made to engage in a series of professional development training activities to create and sustain a healthy academic environment. The activities were initiated by educating faculty and student participants about collegial civility, caring, trust and professional behaviors in the professional nurse role. The training was also designed to develop a teaching and learning environment where students and faculty feel supported and learning is encouraged.

A descriptive evaluation is provided for understanding of the project initiation which was conducted with faculty and students who participated in the trainings. Professional development training for faculty included civility/incivility workshops and updates every fall semester, as well as offerings designed to promote professionalism through collegial civility such as the interactive training entitled, "This Is Who We Are," described here. First-semester nursing students participated in an interactive activity entitled, "This Is Who We Are: Class of 2017." This activity was designed to promote professionalism, civility, caring, and trust and was planned to begin during the first semester in nursing school for each student cohort.

During the first fall semester faculty development session, approximately 40 faculty participants were presented with information about the negative impact incivility can have in the teaching/learning environment. Throughout the session, the faculty was provided examples of situations and experiences of incivility involving students and faculty and the negative outcomes which resulted. The faculty was allowed time to share experiences in small groups of four

to five participants, then strategies were introduced to effectively manage these difficult situations with students. Emphasis was placed on assisting faculty in the creation of a climate where collegial civility and professionalism guides all interactions between faculty and students.

This first professional development activity was entitled, “This Is Who We Are,” and was designed to allow faculty to formally express their desire to model professionalism through collegial civility. As part of the session, faculty participants were encouraged to express what each individual felt was important in the work setting to foster professional behaviors, modeling caring among faculty and students. During this general discussion session, faculty stated, to the group, what they would like to be included in the resolution statement entitled, “This Is Who We Are.” Examples included, “we model the professional behavior we expect from students,” “we do not engage in conversations with students about another faculty,” and “we communicate expectations clearly when initiating relationships with students and faculty.” Themes of professional responsibility, consistent student expectations, collegiality, and respect were identified throughout the faculty responses. The engagement activity resulted in an outcome statement or resolution developed by faculty participants, which exemplified the behavioral expectations of the professional nurse educator role embraced by faculty in the CON. All faculty signed the completed document and displayed the outcome statement in faculty offices and common areas in the CON, as a reminder of those established expectations (Fig. 1).

Position Statement Created by the Faculty.

(Fig. 1). This Is Who We Are!

1. We speak to each other in the hall when we meet.
2. We model the professional behavior we expect from students.
3. We complete our assignments and turn them in on time.
4. We follow the dress code as expected of our students.
5. We do not engage in conversations with students about another faculty.
6. We “manage up” our peers and colleagues.
7. We respond to student and colleague concerns in a timely and professional manner.
8. We see students in a holistic manner while meeting their needs.
9. We communicate expectations clearly when initiating relationships with students and faculty.
10. We all maintain consistent standards and rigor.
11. We do not ask someone to do something we are not willing to do ourselves.
12. We all accept equal responsibilities in the courses we team teach.
13. We treat ALL with the same high esteem and respect.

During the following fall semester, approximately 65 first-semester nursing students participated in a student engagement activity designed to introduce professional, and civil behaviors expected in the professional nurse role. The activity was also designed to promote trust and caring behaviors between students and faculty. The activity was entitled, “This Is Who We Are: Class of 2017,” as this group of students would graduate in 2017. The faculty presenter developed and used a Power Point presentation to serve as a guide to frame the activity and for ease of understanding for the students to follow. While in the session the faculty presenter introduced the CON vision and mission statements. Students were also introduced to the nursing faculty and were told of their hard work to achieve their

own professional goals of becoming nurse educators who exemplify the attributes of civility, caring, professionalism, respect, and integrity. The idea of being taught by highly trained nurse educators with years of experience who value students and the professional nurse role was also introduced.

Examples were provided to the students of the faculty outcome statement developed in the “This Is Who We Are,” fall faculty development activity. Shared statements from the document included, “we model the professional behavior we expect from students,” “we do not engage in conversations with students about another faculty,” “we respond to students concerns in a timely and professional manner,” “we see students holistically and meet their needs,” and “we treat all with the same high esteem and respect.” The faculty presenter stressed the importance of the students’ role to develop a positive teaching and learning environment where students and faculty feel supported and learning is encouraged. Emphasis was also placed on how the faculty outcome statement focused on behavioral expectations and interactions between faculty and students to promote a healthy teaching and learning environment.

As the student presentation continued, students were introduced to the idea of perceptions and how perceptions are typically viewed as reality; however, the faculty presenter attempted to make the case that perceptions are not always reality by asking a question of the students. The presenter asked the question, “How are faculty like gardeners?” Students shared answers such as, “faculty nurture us,” or “faculty helps us grow.” The faculty presenter then asked if the students had heard the expression, “faculty attempt to weed students out.” This was discussed, and examples were again provided of how faculty has pledged to help students be successful throughout the program and how faculty desire students to succeed. Thus, to reinforce the idea to students that at some point in their education, this idea or perception of faculty “weeding students out,” may enter their thoughts, but this is not the reality.

Students were next asked the “obvious” questions. “Who, by a show of hands, wants to be a mediocre nurse upon graduation?” Followed by the question, “Who, by a show of hands, wants to be an exceptional nurse upon graduation?” Students unanimously answered as expected, with the expectation and desire to become an exceptional nurse upon graduation. Following these questions, the faculty presenter then introduced the idea of how faculty and students have the same goals and how goal achievement, feedback, and trust go hand in hand. Students again were brought back to the faculty outcome statement, “This Is Who We Are,” and reminded of faculty commitment to student success, the identified themes of professional responsibility, consistent student expectations, collegiality and respect for the students and to the professional role of the nurse educator based on the NLN Core Competencies of Nurse Educators (2005).

Students were introduced to the idea of trust between faculty and students and the key role a trusting relationship would play. The faculty presenter then shared how sometimes student feedback will seem harsh, or uncaring but the student must remember faculty has the same goals for the student. Trust and feedback go hand in hand to assist the student to achieve their goal of becoming a competent, professional nurse who can care for anyone, anytime, anywhere as in the vision statement. Students were also reminded that faculty will ask students to trust their sole purpose in sharing both positive and constructive feedback is to help the student achieve their goal, which requires trust on the part of the faculty as well.

The faculty presenter continued by explaining how faculty trust the student wishes to receive feedback to help them reach their goal of becoming a competent nurse. Faculty honor this trust by providing constructive feedback related to clinical and classroom performance. Students were reminded these comments are occasionally difficult to hear but are necessary to help the student achieve their goal. The faculty presenter focused on how faculty in the CON have many years of experience and understand what is required for the student to achieve the goal of becoming

a professional nurse. Emphasis was also placed on how faculty wishes to be open and honest from the beginning and remind the student, when those conversations occur, the faculty is providing this feedback to help the student achieve their goal.

The faculty presenter then transitioned into the final part of the presentation, to determine who students are as a group and how they want their group to be identified and remembered. The question was asked, do they have "buy-in" for the mission and vision statements of the CON. Students were instructed their outcome statement would be theirs to draft and display as they desired. Finally, students were asked to provide statements of what they would like included in their "This Is Who We Are: Class of 2017" document. As part of the student session, nursing students were encouraged to express what each individual felt was important in the learning environment to foster those expected behaviors of the professional nurse such as trust, caring and collegial civility among the group. During this open discussion forum students provided statements they felt should be included in their outcome statement such as, "we show concern not only for ourselves but for the success of the group," "we strive to be excellent students, in hopes of being excellent nurses," "we uphold optimal respect between each other," and "we uphold each other to a standard of excellence."

Following the engagement activity, the faculty presenter posted the draft outcome statement in an open discussion forum in which the first semester students had access. The statement was left available for the students to review, discuss and edit as they desired for approximately two weeks. Following the open discussion, the faculty presenter made final revisions of the document, had the outcome statement printed, by the university print shop, on poster board and returned the completed statement back to the cohort's classroom for final signatures and display. (Fig. 2).

Position Statement Created by the Students.

(Figure 2) This Is Who We Are: Class of 2017

1. We show concern not only for ourselves but for the success of the group.
2. We treat all living beings with the utmost kindness, respect, and humility.
3. We strive to be excellent students, in hopes of being excellent nurses.
4. We uphold optimal respect between each other.
5. We help each other whenever we can.
6. We promise to try to listen more than we talk.
7. We will try to provide comic relief for each other when needed.
8. We will uplift each other when tests and clinical don't go as planned.
9. We bring out the best in each other.
10. We uphold each other to a standard of excellence.
11. We are family!

Results

The outcomes for the faculty activity included a position statement or resolution created and signed by each faculty member to facilitate their professional, collegial behaviors. Two examples of the statements shared by faculty included: "we model the professional behavior we expect from students" and "we do not engage in conversations with students about another faculty." The position statements are posted throughout the CON broadcasting to faculty, students,

administrators, and visitors what the faculty believes and recognize as collegial, professional and valued behaviors supporting civility in a healthy academic and professional environment (Figure 1).

The outcomes for the student activity included a position statement or resolution created and signed by each student in the first-semester cohort which exemplifies the desired and valued behaviors of the cohort. Examples of the statements shared by students included: "We strive to be excellent students, in hopes of being excellent nurses," "we show concern not only for ourselves but for the success of the group," and "we uphold optimal respect between each other." The position statement was posted in their classroom in the CON as a reminder to students, peers, faculty, and administrators what the students believe and recognize as professional and valued behaviors supporting civility in the learning environment (Figure 2).

These professional development activities for faculty are designed to promote a healthy academic environment by emphasizing the professional behaviors of civility, caring, and collegiality among the group. These activities are carried out with faculty during the initial faculty development session each fall semester. The student activities are also designed to promote a healthy learning environment through the promotion of the professional behaviors of trust, respect, and civility among the group and with faculty. These activities are implemented with each newly admitted cohort during the fall and spring semesters. The outcome statement is printed on a large poster board, is signed by each student and remains on display with the group throughout their remaining time in the program.

The exit activity entitled, "This Is Who We Were," was recently added for the graduating cohort. This interactive, reflective activity was designed to allow students to review their initial outcome statement, reflect on "who they actually were" and "who they would like to be" as professional nurses entering practice. Students were each provided a copy of the outcome statement they had created during their first semester in nursing, given fifteen minutes to discuss and review each item on the statement within the group, and asked to answer yes or no to whether they believed they had personally or as a group achieved any or all the items on the statement. Students were also encouraged to write out any experiences to support their answers or any additional thoughts about professionalism, civility, and trust as they moved into the professional nurse role.

Responses by the students were generally positive and demonstrated a basic understanding of the required professional nursing behaviors. Statements included, "we became like family during these past two years," "this activity opened my eyes to the issues of incivility that can happen, and I didn't forget it throughout the program," "faculty became my greatest resource during nursing school," and "I still hope to be an excellent nurse." Most students believed either they or their overall group had been successful in upholding the beliefs of "This Is Who We Are," for their cohort. Students also believed they had been positively impacted by this interactive activity and trained for the required professional nursing behaviors as they transitioned into their new role, from student to professional nurse. This exit activity will continue to be adapted and provided for each graduating cohort during their last semester in the program.

Conclusions

The "This Is Who We Are," interactive, engagement activities are currently ongoing involving the faculty during each fall faculty development session, and all undergraduate nursing student cohorts during their first semester in nursing school with additional exercises, training and updates planned. Initial anecdotal evidence from faculty and students regarding the benefits of these offerings are strongly supportive. Comments by faculty include, "these activities are so enlightening and help me realize how important it is to have a respectful work environment," "I really enjoy these

sessions, they help me reflect as I begin the school year and see what I can do better,” and “civility and professional behaviors are important, and I need to work on modeling these for my students.” These engagement activities are the beginning steps in the pathway to promoting a healthy academic environment by focusing on the importance of professional behaviors including caring, civility, collegiality, trust, and respect in nursing education.

Plans include expanding the interactive, engagement activities and resolution to include the graduate nursing programs and expand throughout the department and university. The exit, follow-up activity entitled, “This Is Who We Were,” will continue to be developed and implemented for future graduating nursing cohorts during their final semester in nursing school. These engagement activities with resolutions are also well suited to be adapted and utilized in other fields in higher education, healthcare facilities, clinical agencies and any workplace setting where professionalism, civility, trust, and respect is the desired outcome.

Unprofessional behaviors and incivility are negatively impacting nursing and higher education. The risk of those negative behaviors continuing past academia into the work environment is real, as are the negative outcomes in healthcare settings. It is critical for faculty to continue to introduce interactive resolutions, policies and educational offerings which promote a healthy academic community and reflect professionalism, behavioral responsibility, and civility in all aspects of faculty and student interactions. Nurse educators are uniquely equipped to develop an academic climate where caring and professional behaviors are modeled, where faculty and students feel supported and learning is encouraged. Interactive engagement activities, such as those described, demonstrate the beginning steps in the pathway to a healthy academic community.

REFERENCES

- American Association of Colleges of Nursing (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author.
- American Nurses Association (ANA; 2015a). *Code of ethics for nurses with interpretive statements*. Silver Spring, MD: Author.
- American Nurses Association (ANA; 2015b). *Position statement: incivility, bullying, and workplace violence*. Retrieved from <http://www.nursingworld.org>
- Butts, J. B., & Rich, K. L. (2018). Theories focused on caring. In Duffy, J. R. (Ed.), *Philosophies and theories for advanced nursing practice* (pp. 545-559). Burlington, MA: Jones & Bartlett Learning.
- Clark, C. M. (2017). An evidence-based approach to integrate civility, professionalism, and ethical practice into nursing curricula. *Nurse Educator*, 42, 120-126. <https://doi.org/10.1097/NNE.0000000000000331>
- Clark, C. M., & Springer, P. J. (2010). Academic nurse leaders' role in fostering a culture of civility in nursing education. *Journal of Nursing Education*, 49(6), 319-325. <https://doi.org/10.3928/01484834-20100224-01>
- Connelly, R. J. (2009). Introducing a culture of civility in first-year college classes. *Journal of General Education*, 58 (1), 48-64.
- Fidelindo, A. L., & Bernstein, I. (2014). Civility and workplace bullying: Resonance of nightingale's persona and current best practices. *Nursing Forum*, Wiley Periodicals, 124-129.
- Luparell, S. (2014, December). *Cultivating civility in nursing education*. Presented at Jacksonville State University' CON Professional Development In-service, Jacksonville, AL.
- Luparell, S. (2011). Incivility in nursing: the connection between academia and clinical settings. *Critical Care Nurse*, 31(2), 92-95. <https://doi.org/10.4037/ccn2011171>
- National League for Nursing. (NLN; 2005). *Core competencies of nurse educators with task statements*. Washington, DC: Author.
- Prato, D. D., Bankert, E., Grust, P., & Joseph, J. (2011). Transforming nursing education: a review of stressors and strategies that support students' professional socialization. *Advances in Medical Education and Practice*, Dove Medical Press, 2, 109-116, <https://doi.org/10.2147/AMEP.S18359>
- Torregosa, M. B., Ynalvez, M. A., & Morin, K. H. (2015). Perceptions matter: faculty caring, campus racial climate and academic performance. *Journal of Advanced Nursing*, Wiley Online Library, 1-14.
- Williamson, M. M. (2011). *Nurse educators' lived experiences with student incivility* (Doctoral dissertation, The University of Alabama). Available from ProQuest Dissertation and Theses database. (3478640).

Author correspondence may be addressed to:

Myrna Williamson, EdD, MSN, RN
Assistant Professor, Department of Nursing
Jacksonville State University
700 Pelham Road North
Jacksonville, AL 36265-1602
mmwilliamson@jsu.edu