Breaking the Cycle of Incivility: Invitational Interactions and Caring Behaviors within Nursing Education

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Learning Objectives
- Increase awareness of incivility within nursing education.
- Develop personal knowledge on invitational education application.
- Initiate application of inviting interactions and caring behaviors in nursing education environments.
- Enhance classroom and clinical educational experiences through caring behaviors and invitational interactions.

Introduction
- Incivility in higher education, particularly nursing, has been on the rise with limited information on incidence and prevalence rates.
- All too often, the profession of nursing has been painted with a brush of “eating their own” as though it is rite of passage or part of an initiation process for new graduates coming into this profession.
Operational Definitions

- “Incivility is defined as speech or action that is discourteous, rude or impolite.” (Merriam-Webster’s Online Dictionary, 2011)

- Academic incivility “as any speech or action that disrupts the harmony of the teaching-learning environment.” (Clark, 2008)

Background

- Faculty behaviors of demeaning and belittling language (Clark 2010; Clark & Springer, 2007; Embree & White, 2010)

- Unfair, subjective treatment (Clark 2010; Embree & White, 2010)

- Delivering fast-paced lectures and not being available outside of the classroom (Clark & Springer, 2007; Embree & White, 2010)

Background cont.

Student’s responses to incivility according to literature review:

- Stress, anger, depression & diminished self worth (Clark, 2010; Clark & Springer, 2007; Embree & White, 2010; Tinsley, 2004)

- “Falling out of love”, suffer, loss & grief (Brann, 2010; Northway, 1997; Tinsley, 2004)

- Self-esteem and resentment issues (Duchscher, 2008; Fletcher, 2006)

- Decrease morale (Duchscher, 2008)

- Horizontal violence (Duchscher, 2008)
Invitational Education

(Purkey & Novak, 1996)

Four Principles

- Optimism
- Trust
- Respect
- Intentionality

Invitational Interactions

Supportive, humanistic, and positive communication which enhances student learning and incorporates learning partnership development

(Purkey & Novak, 1996)
Connectedness: Building Relationships

- **Teacher-Learner Connection**
  Transpersonal caring between faculty and students: An imperative process within student learning experiences (Watson, 1989).

- **Learning Community**
  “Mindful educators nurture a learning community in which learners grow academically, socially, and emotionally” (Sherwood & Horton-Deutsch, 2012, p. xxi).

Caring, Connectedness, & Community

- Caring Learning Environments (Barks & Watson, 1989)
- Creating a Caring Community (Gremm, Kosowski, & Wilson, 1997)
- Enacting Connectedness (Gillespie, 2005; McGregor, 2005)
- Student-Teacher Connection Emerges as a Place of Possibility (Gillespie, 2005)
- Staff-Student Relationships and Belonging: Lasting Impact on Learning (Barth-Jones et al., 2008)

Transforming Practice

**Breaking the cycle:**
- Courage to examine own behavior and role in creating learning environment.
- Provide and support classroom and clinical norms.
- Practice intentionality through intentional thoughts, behaviors, and interactions.
- Encourage an invitational educational environment while teaching “in the rain”.
- Walk the walk by allowing authenticity of self and others.
References