Clark (2008) developed a conceptual model to illustrate how heightened levels of nursing faculty and student stress, combined with attitudes of student entitlement and faculty superiority, work overload, and a lack of knowledge and skills contribute to incivility in nursing education. This conceptual model has been adapted by Clark and Olender (2011) to reflect the stressors that contribute to incivility in both nursing education and practice environments. Factors that contribute to stress in nursing practice are similar to the stressors experienced in nursing education including work overload, unclear roles and expectations, organizational conditions, and a lack of knowledge and skills. Moreover, in both the practice and academic arenas, stress is mitigated by leaders who role model professionalism and utilize effective communication skills. The importance of modeling effective communication and related education to address incivility cannot be underestimated, can reduce its incidence and effects, and can assist in fostering cultures of civility.