Student Perceptions of Uncivil Faculty Behavior in Nursing Education: A Conceptual Model

STUDENT PERCEPTIONS OF UNCIVIL FACULTY BEHAVIOR
Demeaning / Belittling Students • Treating Students Unfairly • Pressuring Students to Conform

STUDENTS ENTER NURSING PROGRAM

STUDENTS’ EMOTIONAL RESPONSE TO PERCEIVED UNCIVIL FACULTY BEHAVIOR
Traumatized • Powerlessness/Helplessness • Anger at Self or Others

STUDENTS’ BEHAVIORAL RESPONSE TO PERCEIVED UNCIVIL FACULTY BEHAVIOR

VOICE
EXIT
LOYALTY

See p. 2 for a detailed description of the Conceptual Model

Clark 2008 ©
The **Student Perceptions of Uncivil Faculty Behavior in Nursing Education: A Conceptual Model** illustrates the students’ entry into the nursing program, their perceived experiences with uncivil faculty behavior, the emotional impact of the uncivil behavior, and students’ behavioral response to incivility. The box to the reader’s left shows how students enter the nursing program with expectations of completing their nursing education and fulfilling their goal of becoming a professional nurse. In most cases, students are not exposed to acts of faculty incivility; however, in some instances, students may encounter uncivil faculty behaviors. The top box in the model illustrates how some students report various forms of uncivil faculty behavior including demeaning and belittling students, treating students unfairly, and pressuring them to conform to unreasonable faculty demands. The next box in the conceptual model refers to the students’ emotional response to perceived uncivil faculty behavior. When uncivil faculty behavior occurs, and especially if it persists over time, students describe being emotionally traumatized, experiencing a sense of powerlessness and helplessness, and feeling angry. The last box in the conceptual model denotes the students’ behavioral response to perceived faculty incivility which caused them to behave in one of three ways. Students either stayed in the program and conformed as expected (loyalty), or stayed in the program and attempted to effect change (voice), or left the program altogether (exit). These findings are consistent with Hirschman (1970) who identified three possible courses of action for people who are dissatisfied with their position in an organization.