

Faculty Development Workshop Addressing Gender-Associated Incivility and Harassment in Nursing Education

Background

- Men comprise the minority of entry-level baccalaureate nursing students and are at increased risk of experiencing gender-associated incivility.
- Uncivil peer-to-peer behavior can negatively affect students' mental and physical well-being, and obstruct learning.
- Nursing faculty must be able to identify and address gender-associated incivility among students.



Intervention

A day-long, interactive faculty development workshop was developed to train nursing faculty to identify and implement proactive and reactive strategies to address uncivil and harassing behaviors.

40 participants consisting of faculty, clinical instructors, and graduate students attended the workshop.

Workshop Goals

- Identify gender-associated instances of incivility in nursing education.
- Explore strategies to address gender-associated incivility in nursing education.
- Implement targeted approaches to address gender-associated incivility in nursing education.

Acknowledgements

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Workshop Structure (4 hours Total)

- Opening Education Session (1 hour):
 - Background information regarding opposing concepts of civility and incivility, and the importance of addressing incivility in the educational setting.
- Gender-Associated Incivility Trigger Films and Small Group Discussion (45 minutes). Followed by Large Group Report Out (1 hour):



- *Trigger Film 1: Classroom*
- *Trigger Film 2: Online Setting*
- *Trigger Film 3: Clinical Setting*

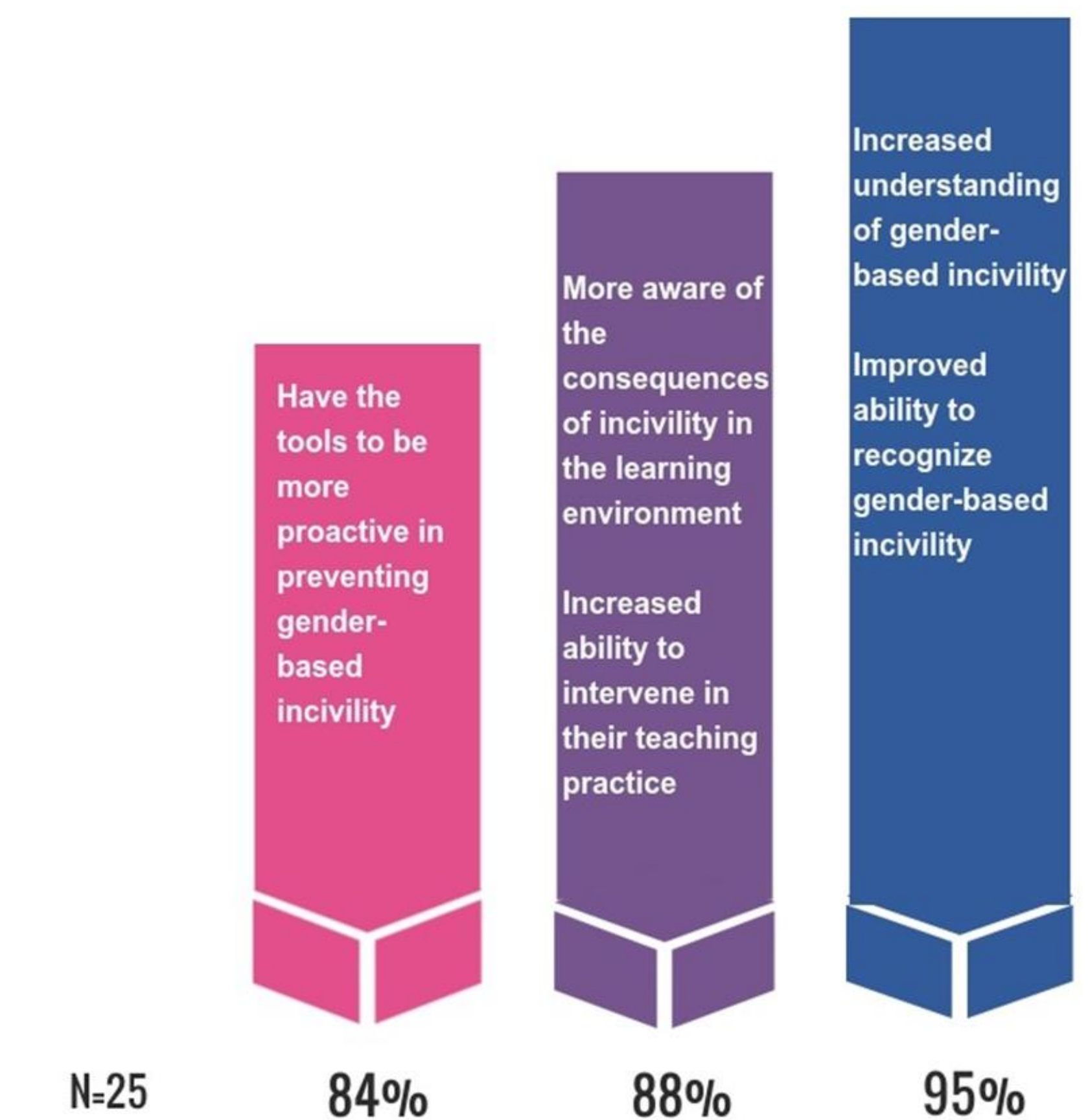


- Audience Participation Theater Group Performance, Debrief, and Salient Points Summary (1.5 hours):



- Theater Delta uses Interactive Theater where scripted and improvisational audience participants engage with characters and conflict, and take part in dialogue that may lead to change in personal attitudes and behaviors.

Outcomes



Conclusion

- Highly-interactive workshops are one effective method of engaging faculty around the topic of gender-associated incivility.
- Similar approaches may be useful for educational programs that wish to empower others to identify and address other forms of discrimination, harassment, and inequitable behaviors experienced by underrepresented or marginalized students.



References

Smallheer, B., Gedzyk-Nieman, S. A., Molloy, M. A., Clark, C. M., Gordon, H., & Morgan, B. (2021). Faculty development workshop on gender-associated incivility in nursing education. *Nursing Forum*, <https://doi.org/10.1111/nuf.12615>