**Thank you for allowing me to evaluate your first assignment. I would like to point out that the purposes of this class, in addition to preparing your for your dissertation classes, are to evaluate how well you apply what you are being taught during these assignments, which includes using correct citations obtained from per reviewed journals, double spacing, references that are no older than 5 years, and APA formatting. In this study and all studies, doctoral learners are required to use APA style for their writing assignments.**

1. **Below is an example of an APA/GCU cover page.**
2. **A cover page, thesis, and reference page are always required of the assignments.**
3. **If the direction indicate APA is not required, that is a wrong statement, APA is always required regardless of the instructions to the contrary.**
4. **You are to always double space your assignments and your dissertation work. Double space all work when working on assignments and especially true of your dissertation, including references and URLs.**
5. **Cite all work and if cited a reference is required on the reference page that corresponds to the citation.**
6. **If you post a reference, then a citation must be included in the body of your work**

**Dr. Lane**

**Cover Page-APA Style Example:**

Cover Page:

The Dissertation Title Appears in Title Case and is Centered

Submitted by

Insert Your Full Legal Name (No Titles, Degrees, or Academic Credentials)

Equal Spacing

~2.0” – 2.5”

A Dissertation Presented in Partial Fulfillment

of the Requirements for the Degree

Doctorate of Education

(or) Doctorate of Philosophy

(or) Doctorate of Business Administration

Equal Spacing~2.0” – 2.5”

Grand Canyon University

Phoenix, Arizona

1. [Insert Current Date Until Date of Dean’s Signature]

**Introduction/Thesis**

Identifying 10 Strategic Points

Name

University

August 28, 2019

Identifying 10 Strategic Points

|  |  |  |
| --- | --- | --- |
|  | **10 Strategic Points** | **Comments or Feedback** |
| **Broad Topic Area** | The fundamental role of this study is to invigilate and investigate the impact of incivility in nursing education in a university ground from both tertiaries faculty perspectives and student through conduction of qualitative and quantitative methodologies.  **Broad Topic**  **acommononeinmanyoftoday’snursingprograms,istypicalofsituationsthatareatbestdisparagingand,undertheworstcircumstance,potentiallyviolent. EvidencesuggeststhatincivilityonAmericancollegecampusesisaseriousandgrowing concern(1-8).(Clark & Springer (2007).** | **Citation required** |
| **Literature Review** | This review tends to explore the effect of incivility which is a concept that is classified as significant violence or minor disruption (Small et al., 2018). When such separation is experienced particularly within the university environment, it may negatively affect the student pursuing nursing through the act of impending student progress and his capability and potential to become an empathic nurse, of which it is the primary objective of every nurse student. Incivility among the students, as well as in residential population has turned to be of great interest for ten years. Thus, triggering to the growth of the institution massacre in Columbine and mass murdering that happened in the recent movie theatre at Aurora, Colorado. Citizen around the country had been attempting to discover the cause of this violent behavior without bearing fruit (Masoumpoo et al., 2017). However, the departments of higher education had invested much of its effort in invigilating and exploring the solution, cause and display the case of uncivil conduct among institution students and school faculty. The author of this article elaborates on the impact of disrespectful behavior on nursing students and faculty. He also describes the effect of this predicament case on the nursing workforce (Rawlins, 2017). One of the impacts resulted from academic incivility is an increment in chances of bullying within the work environment. Such a situation is caused by the act of attrition which is the form of avenging thus contributing to national nurses’ shortage (Clark et al., 2007).  **Lit Review**  **Review of the Literature INCIVILITY IN HIGHER EDUCATION To create a more civil society, Eberly urges Americans to elevate common good over self-interest, to encourage wider civic participation, and to renew social values (11). Carter believes that rudeness and disrespect are “the merest scratch of the surface of [our societal] crisis” (12, p. 16) and evidence of our nation’s growing incivility. According to Carter, selﬁshness and getting one’s own needs met are crowding into the social life of America, including our nation’s classrooms. While academic incivility is not a new phenomenon, Braxton and Bayer (2,3) suggest that it is on the rise, and that courtesy and civility among faculty and students are fracturing and dissolving on college campuses across the country. Faculty members complain about the rise of uncivil behavior in their students (5,8,13,14), and students voice similar complaints about faculty (1,2,15-17). Education plays an important role in developing a civil society, and higher education plays a special role in helping students develop a sense of civic and social responsibility and learn ways to contribute to the common good (18). In the United States, where public education is integral to preparing citizens for employment and socioeconomic mobility, education also accepts social responsibility for well-being in civil society (19). Many explanations for academic incivility have been suggested, including exposure to violence, poor secondary school preparation, changing student demographics, and inadequate parenting (2). Levine and Cureton describe contemporary college students as distrustful of leadership, lacking conﬁdence in social institutions, and being ill prepared for the rigors of academe (20). Braxton and Bayer indicate that it is important to consider the changing demographics of students as well as the impact of faculty behaviors (2,3). Clearly, a safe teaching and learning environment is needed and deserved. Incivility within the academic community is too damaging to ignore, and even though acts of disrespect and harassment may be reflective of a changing nation, such behaviors must be immediately and effectively addressed (1,7,21) (Clark & Springer (2007).**  **Literature review - Lists primary points for four sections in the Literature Review: a. Background of the problem/gap; b. Theoretical foundations (models and theories to be foundation for study); c. Review of literature topics with key theme for each one; d. Summary**   * 1. **Background of the problem/gap;**   2. **Theoretical foundations (models and theories to be foundation for study);**   3. **Review of literature topics with key theme for each one;**   4. **Summary.** |  |
| **Problem Statement** | The extent to which the incivility within nursing learning started remain unknown to the majority. Addition, the period to which these causes of incivility were discovered still remain unknown to many people.  **Problem Statement**  **THISARTICLEreports on a studyof perceptions ofnurse faculty andnursing students inone school of nursingregardingincivilityinnursingeducation,itspossiblecauses,andpotentialremedies (Clark & Springer (2007).**  **A problem statement is statement that helps the reader realize why that document is important. Problem statements can be either formal-like a thesis statement-or they can be informal-usually a sentence that explains writing will impact the reader. A carefully crafted problem statement will help connect with your audience and will help your audience to see why your document is important.**  **The Problem Statement section begins with a declarative statement of the problem under study, such as:**  **“It is not known if and to what degree/extent...” or “It is not known how/why…”**  **• Other examples are:**  **• It is not known \_\_\_\_\_.**  **• Absent from the literature is\_\_\_\_\_\_.**  **• While the literature indicates \_\_\_\_\_\_\_\_\_\_\_\_, it is not known in (school/district/organization/community) if \_\_\_\_\_\_\_\_\_\_.** | **Citation required** |
| **Research Questions** | RQ1:How do nursing students and nurse faculty contribute to incivility in nursing education?  RQ2:What are some of the causes of incivility in nursing education?  RQ3: What remedies might be effective in preventing or reducing incivility in nursing education?  **Research Questions**  **Whileacademicincivilityisnotanewphenomenon,Braxton andBayer(2,3)suggestthatitisontherise,andthatcourtesyand civilityamongfacultyandstudentsarefracturinganddissolvingon college campuses across the country. Faculty members complain abouttheriseofuncivilbehaviorintheirstudents(5,8,13,14),and studentsvoicesimilarcomplaintsaboutfaculty(1,2,15-17) (Clark & Springer (2007).**   1. **Howdonursingstudentsandnursefacultycontributetoincivility in nursingeducation?** 2. **Whataresomeofthecausesofincivilityinnursingeducation?** 3. **Whatremediesmightbeeffectiveinpreventingorreducing incivility in nursingeducation?** | **Citation required** |
| **Sample** | The samples will be gathered from 168 nursing students and 36 nurse faculty. The approximated numbers of the nursing student who responded are 35.9 per cent while the estimation of nurse faculty that responded amounted to 41.6 per cent.  **Sample**  **Allfaculty(n=36)andstudents(n=467)intheassociateand baccalaureatedegreenursingprogramsofametropolitanpublic universityreceivedinformationaboutthestudyandwereaskedto participate(17).Approvaltoconductthestudywasobtainedby the university Institutional ReviewBoard.**  **SURVEY INSTRUMENT All participants completed the Incivility in Nursing Education survey, which included demographic questions, quantitative items designed to measure faculty and student perceptions of incivility in nursing education, andfour open-endedquestionsusedtogatherperceptionsoffacultyand students. PROCEDURE: The researchers emailed faculty in the department of nursing to invite them to participate in the study and request permission to distribute surveys to their nursing students(Clark & Springer (2007).**  **Qualitative Sample Size Requirements:**  **This section discusses the setting, general population, target population (15-20 Participants), and study sample. The discussion of the sample includes the research terminology specific to the type of sampling for the study as well as how the sample population and final sample will be protected. This section provides a detailed description of the population and sample which were identified in the Research Design for the Study, as well as research considerations relevant to the sample and population. Qualitative Sample Size Requirements:**  **Quantitative Sample**  **Quantitative sample size. The purpose of computing the sample size for a proposed study is to state the target sample size. The sample size needs to be computed for the unit of analysis. In quantitative studies, it is important to distinguish between the computed minimum sample size (a priori sample size) and the target sample size. The target sample size should be 15-20% larger than the computed minimum sample size. The following steps will be useful:**   1. **State the computed minimum sample size, and** 2. **Provide the evidence, which would be one of the following:** 3. **G\*Power output(s) of the sample size computation(s) for the statistical procedure(s) needed to answer the research questions;** 4. **In case G\*Power does not include a planned procedure, the computation can be done using an alternative software. G\*Power software, which can be downloaded from this link: http://www.gpower.hhu.de/en.html (Faul, Erdfelder, Lang, & Buchner, 2007; Faul, Erdfelder, Buchner, & Lang, 2009). GCU recommends using an alpha error of 0.05, a medium effect size, and statistical power of 0.80, for calculating the sample size. In rare instances, the learner can justify why their sample may not be that suggested by G-Power and as such it becomes a study limitation. Include a graphic image of the G\*Power in an Appendix, with a screen shot.** 5. **For a nonparametric procedure, the computation for the corresponding parametric procedure + 15% (state this generic rule of thumb with appropriate reference), or** 6. **Authoritative reference(s) from statistics sources regarding range of sample size for which a specific**   **procedure is appropriate.**   1. **For repeated measures (using primary data) and longitudinal studies (using secondary data), discuss attrition rate and compute the target sample size (number of complete cases in the final dataset) considering that rate.** | **Citation required** |
| **Describe Phenomena (Qualitative)** | In this case, the author identified several remedies and causes that impacted incivility in the nursing study program. These identification factors tend to be the primary themes of the study. The first cause of incivility in this research paper is faculty perception of in-class incivility by students themselves. The second cause of incivility is faculty perception of outside class incivility by students. Third, the knowledge of respondents on the origins of incivility in the nursing student.  **Phenomena**  **Whileacademicincivilityisnotanewphenomenon,Braxton andBayer(2,3)suggestthatitisontherise,andthatcourtesyand civilityamongfacultyandstudentsarefracturinganddissolvingon college campuses across the country. Faculty members complain abouttheriseofuncivilbehaviorintheirstudents(5,8,13,14),and studentsvoicesimilarcomplaintsaboutfaculty(1,2,15-17) (Clark & Springer (2007).** | **Citation required** |
| **Methodology and Design** | This study used a Qualitative Methodologywith a Narrative Design. A qualitativenarrative case study is especially amenable to health environments research because it provides factual responses to questions about how people feel about a particular space, what reasons they have for using features of the space, who is using particular services or functions of a space, and the factors that facilitate or hinder use.  **Methodology & Design**  **The Qualitative Study This study was conducted using quantitative and qualitative methodologies to investigate the problem of incivility in nursing education in a university environment frombothstudentandfacultyperspectives.potential remedies.**  **An****interpretivequalitativemethodwasusedtoanalyzethedatafrom****narrativeresponses. Eachresearcherindependently reviewed the student and faculty commentstoidentifyrecurring responses and organize them into themes.Areasofagreementanddisagreementwerediscussedandverbatimcommentsrevieweduntilbothresearcherswerecomfortablethatthe analysis was a valid representation of the comments(Clark & Springer (2007).** | **Citation required** |
| **Purpose Statement** | The author applied a qualitative form of methodology, as well as narrative design. In this case, some quantitative equipment and instruments were configured and formulated to fit more in the open ended data sources. The primary objective of this qualitative narrative study is to explore and discover the way faculty members and students perceives the remedies and causes that affect incivility in learning education and the way such case correlate and baccalaureate the program of nursing at metropolitan public university.  **Purpose Statement**  **Purpose of This Article: Itspurposewastoconsider possible causes of incivility and to recommend potential remedies (Clark & Springer (2007).**  **Purpose Statement:**  The purpose statement stipulates an indication of the problem statement and recognizes how the study will be achieved. It justifies how the proposed study will add to the field of study. The purpose statement should begin with an assertion such as, “The purpose of this study is…” Also, incorporated in this declaration are the research design, population, variables (quantitative) or phenomena (qualitative) to be studied. In addition, you should include the geographic location where your study will take place. Additionally, you must thoroughly define the dependent and independent variables, relationship of variables, or comparison of groups for quantitative studies. For qualitative studies, you must explain the nature of the phenomena to be explored. **The purpose statement section expands on the problem statement and identifies how the study will be accomplished. It explains how the proposed study will contribute to the field.**  **Purpose Statement-. Identifies and describes the significance of the study and the implications of the potential results based on the research questions and problem statement, hypotheses, or the investigated phenomena. It describes how the research fits within and will contribute to the current literature or body of research. It describes potential practical applications from the research.**  **The purpose of this qualitative \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (case study, ethnography) is to \_\_\_\_\_\_\_\_\_ (understand, describe, explore, develop) the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (phenomenon being studied) for \_\_\_\_\_\_\_ (participants) at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (research site/geographical location). At this stage in the research, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (central phenomenon being studied) will be generally be defined as \_\_\_\_\_\_\_\_\_\_\_ (provide a general definition).** | **Citation required** |
| **Data Collection Instruments and Approach** | In the collection of data there was a formulation of a questionnaire which consisted of various questions that were deliberately set and systematically arranged to get feedback from the respondents. These respondents include a faculty member and nursing students. These questionnaire forms were disseminated to the students and the member of the faculty through the mailing and received through the same procedural protocol. After the response was made by the individual body the information obtained was tabulated and entered to statistical software for further analysis.  **Data Collection**  **Allfaculty(n=36)andstudents(n=467)intheassociateand baccalaureatedegreenursingprogramsofametropolitanpublic universityreceivedinformationaboutthestudyandwereaskedto participate(17).Approvaltoconductthestudywasobtainedby the university Institutional ReviewBoard.**  **SURVEY INSTRUMENT All participants completed the Incivility in Nursing Education survey, which included demographic questions, quantitative items designed to measure faculty and student perceptions of incivility in nursing education, andfour open-endedquestionsusedtogatherperceptionsoffacultyand students.**  **PROCEDURE: The researchers emailed faculty in the Facultyresponsewasfavorable;allagreedtoassistinthedistributionofthesurveytonursingstudents. Clearlywritteninstructionswereprovidedwiththesurveys.During a two-week period in October 2004,facultyself-administered their own surveys and provided time duringclassesandclinicalsforstudentstocompletetheirsurveys.Allparticipationwasvoluntary.Allresponseswerecollectedandplacedinalargeenvelope,whichwasthengiventoaresearchassistanttocompile (Clark & Springer (2007).** | **Citation required** |
| **Data Analysis Approach** | The calculation of INE’s reliability was done by the use of Cronbach’s alpha whereby the average likelihood of nursing student was 0.78 while that of the nursing faculty member was 0.82. To identify the emerging themes that are discussed above the data collected is analyzed separately by the support of statistical software. Some of these emerging themes of the study include faculty perception of inside class incivility by the student of nursing and faculty perceptions of incivility outside class by the student pursuing nursing at metropolitan public university. Additionally, student perception of incivility by faculty and perception respondent on the causes of incivility. How inside classroom perceptions contributed to the increments of incivility of students is through dominating of challenging tutors, side conversations and discussion on test scores. The other way in which outside classroom perceptions contributed toward increment of incivility among students and member of faculty is through involvement in the case of late assignments submissions, discrediting the faculty and forwarding of inappropriate emails. The primary causes of all these menaces are disrespect and stress of the students. When comparing between the member of faculty and nursing student as per our analysis, the results claimed that the leading causes of these violation and disruption are school faculty members since they have probability value 0.82 while the students have a probability value of 0.78. This research is a vivid indication that faculty departments of nursing need to be reconsolidated and restructured to fit the student and enhance cooperation and unison among the body.  **Data Analysis**  **An interpretive qualitative method was used to analyze the data from narrative responses (26). Each researcher independently reviewed the student and faculty comments to identify recurring responses and organize them into themes. Areas of agreement and disagreement were discussed and verbatim comments reviewed until both researchers were comfortable that the analysis was a valid representation of the comments(Clark & Springer (2007).**  **This section describes how the data were collected for each variable or group (quantitative study) or for each research question (qualitative study). It describes the type of data analyzed, identifying the descriptive, thematic, inferential, and/or non-statistical analyses. This section demonstrates that the research analysis is aligned to the specific research design. Lists the research question(s), describes in detail the relevant data collected for each stated research question. Describes in detail the data management practice including how the raw data was organized and prepared for analysis, i.e., ID matching of respondents who may respond to more than one survey/instrument, coding/recoding of variables, treatment of missing values, scoring, calculations, etc. Qualitative Analysis - evidence of qualitative analysis approach, such as coding and theming process, must be completely described and include the analysis /interpretation process.** | **Citation required** |

References

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