Promoting civility in nursing education and practice: A systematic literature review

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Abstract

Background: Civility is an attitude of mutual respect and tolerance for differences that influences the professionalism of a nurse. However, there is a rise in incivility in nursing, including aggressive behavior, a lack of discipline, and failure to follow rules. Nursing education and practice are critical for promoting civil behavior through effective communication, conflict management, and resolution.
Purpose: To determine strategies for promoting civility in nursing education and practice.
Method: This study utilized a simplified approach to conduct a systematic review of the literature. The databases used were PubMed, Google Scholar, Science Direct (Elsevier), and EBSCO. Civility, incivility, promoting civility, and nursing were used as keywords.
Results: This study identified two major themes: "strategy for promoting civility" and "impact of promoting civility." Active discussion, Problem-Based Learning (PBL), Civility Journal Club (CJC), role modeling, and self-reflection were all used to increase civility. The strategy's impact was measured in terms of individual capacity and interpersonal interaction.
Conclusion: It is critical to promote civility in nursing education and practice. Nursing educators must facilitate activities that promote polite behavior, and nursing practice institutions must assist nurses in developing civility through civility promotion activities. Additional research can be conducted to ascertain the efficacy of civility promotion strategies in nursing as a means of promoting polite behavior.

Keywords: Promotion; Civility; Nursing; Education; Practice

INTRODUCTION

Civility is an attitude, a way of being, and an act characterized by mutual respect and tolerance for differences (Clark, 2019). Civility behavior appears to reflect society's traditional expectations of appropriate or good behavior, but it is still not widely practiced in daily life (Clark, 2019). In the field of nursing, civility is the most critical pillar that influences a nurse's professional attitude (Clark & Kenski, 2017). On the other hand, incivility is a pattern of impolite and rude behavior that violates individuals' mutual respect (Marlow, 2013). Incivility can result in negligence; such behavior avoids and is incapable of resolving conflict. Incivility can occur at any time and in any location, including within the scope of nursing (Marlow, 2013).

Incivility behaviors such as ignoring patients, ineffective communication between nurses and patients, and nurses' behavior that is less pleasant to patients exist in the nursing environment (Hunt &

Marini, 2012). There are several factors that contribute to incivility in nursing practice, including hostility, which is defined as behavior that is hostile toward coworkers, invasion of privacy, which is defined as the behavior of nurses who are unable to maintain and respect the privacy of others, and exclusive behavior, which is defined as the behavior of nurses who are uncaring about people. others, as well as gossiping or nursing behavior demonstrated by speaking negatively about coworkers based on untrue information (Budden, Birks, Cant, Bagley, Park, 2017). Incivility can have several negative consequences, including a decrease in productivity, commitment, and working time. Interpersonal conflicts between health care workers can also be detrimental to the organization (Schilpzand, Pater, & Erez, 2016).

Nursing education institutions are also subject to incivility. Incivility is a serious problem in both private and public nursing institution (Eka, Chambers, & Narayanasamy, 2016). Ten of the nineteen academic staff members and 44.86 percent of students enrolled in public nursing education believe that faculty and students are more likely to engage in incivility in the classroom and skills laboratory (Eka et al., 2016). Additionally, Eka's research revealed discrepancies in teachers' and students' assumptions about who was more likely to engage in incivility behavior in nursing. Most teachers in private education stated that incivility is a possibility for students, faculty, and practitioners in clinical practice. Nevertheless, many students believe that practitioners are more likely to do so. As a result, nurse educators place a premium on civility and incivility in the context of nursing education. Because it will influence nursing students as prospective nurses who will work in a nursing practice environment later, nurse educators must provide a learning program aimed at improving civility behavior (Woodworth, 2016).

Some previous studies have addressed the promotion of civility, and each study suggests a variety of different methods, including role modeling (Rad &

Karimi Moonaghi, 2016), club journals (Jenkins, Kerber, & Woith, 2013), and problem-based learning (Clark, Ahten, & Macy, 2013). Additionally, several systematic reviews of the literature have examined issues of civility and incivility in nursing, such as incivility in nursing education (Eka & Chambers, 2019) and interventions to combat incivility in nursing (Olsen, Aschenbrenner, Merkel, Pehler, Sargent, & Sperstad, 2020). However, few studies have been conducted to date on the promotion of civility in the nursing field, particularly using a systematic review of the literature. The purpose of this study was to identify strategies for promoting civility in nursing through a systematic review of the literature.

RESEARCH METHOD

A systematic literature review/SLR is a comprehensive interpretation of the available literature on a particular subject. The article evaluation or critical appraisal tools used were developed by the Joanna Briggs Institute (JBI) (Peters, Marnie, Tricco, Pollock, Munn, Alexander, & Khalil, 2020). Utilize online databases such as EBSCO, Science Direct (Elsevier), PubMed, and Google Scholar to conduct searches for articles included in this study. The study collected data from January to March 2021.

This study used a systematic review of the literature, which eliminates the need for an ethical review by a research ethics committee. However, as part of the institution research process, this research received an ethics review letter from the Research Ethics Committee of the Faculty of Nursing, Universitas Pelita Harapan (No. 037/RCTC-EC/R/I/2021) with an exemption result.

The articles used in this study were original empirical research articles or research articles that consisted of abstracts, introductions, methods, results, and discussions. The terms of civility, incivility, promoting civility, and nursing were applied. Along with the keywords, the study's inclusion and exclusion criteria are listed in Tables 1 and 2.

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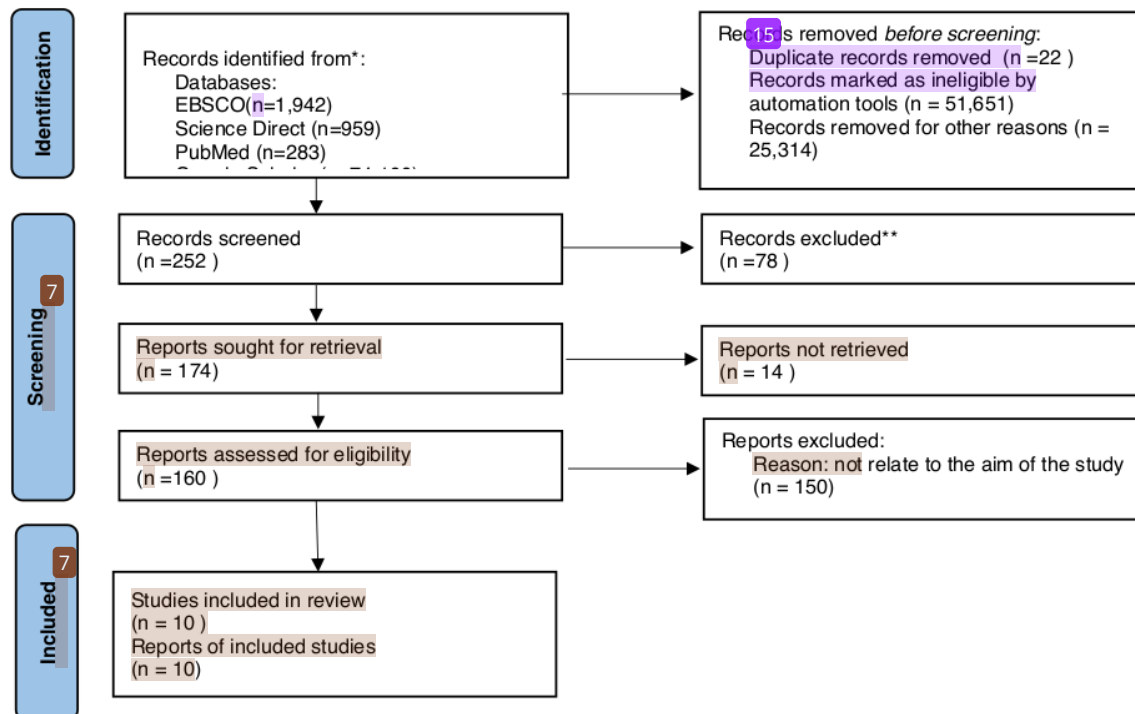[3]Siloam Hospitals Ambon
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RESULTS

Table 1. Journal Article Selection Criteria

Inclusion criteria	Exclusion Criteria
Article published in 2011-2020	Literature review
Full text	Incivility behavior
Original	Other health professions such as medical and pharmacist
English language	
Topic related to promoting civility in nursing	
Respondent: nursing student, nurse educator and nurses	
Population from Western and Eastern perspectives	

Figure 1. Prism Flow

Identification

Records identified from*:
    Databases:
    EBSCO(n=1,942)
    Science Direct (n=959)
    PubMed (n=283)

Records removed *before screening*:
Duplicate records removed (n =22)
Records marked as ineligible by automation tools (n = 51,651)
Records removed for other reasons (n = 25,314)

Screening

Records screened
(n =252)

Records excluded**
(n =78)

Reports sought for retrieval
(n = 174)

Reports not retrieved
(n = 14)

Reports assessed for eligibility
(n =160)

Reports excluded:
    Reason: not relate to the aim of the study
    (n = 150)

Included

Studies included in review
(n = 10)
Reports of included studies
(n = 10)

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Ten related articles address the research's objectives; four are quantitative, three are qualitative, and three are a combination of quantitative and qualitative or mixed methods (Abedini & Parvizy, 2019.a). Conducted research on 82 nursing students in Iran using a quasi-experimental design and instrument (Abedini & Parvizy, 2019.b). Laschinger and Read employed a quantitative cross-sectional method in their study and utilizing a questionnaire (n = 993) for newly graduated nurses from across Canada (Read & Laschinger, 2015). Rose et al. conducted a quantitative study with a questionnaire and a sample of 53 senior nursing students in Michigan, America (Rose, Jenkins, Astroth, Woith, & Jarvill, 2020). Hassan and Saad conducted research on 200 nursing students in Iran using a quasi-experimental design and a questionnaire (Hassan & Saad, 2019).

In regard with qualitative studies, Mammen et al. used a qualitative descriptive method in conjunction with direct interview instruments on a sample of eight new graduates in an Australian hospital (Mammen, Hills, & Lam, 2018). Clark et al. conducted research using a qualitative method and a web-based system instrument on a sample of 65 nursing students at Boise State University in America (Clark et al., 2013). Rad and Moonaghi conducted a qualitative study by interviewing 82 nursing students in New York, America (Rad & Karimi Moonaghi, 2016).

The three mixed method studies came from previous studies supporting this current findings (Abedini & Parvizy, 2019b; Jenkins et al., 2013; Kerber, Jenkins, Woith, & Kim, 2012). Jenkins et al. conducted a mixed method and administered questionnaires and conducted interviews with 25 nursing students in Midwestern America (Jenkins et al., 2013). Abedini and Parvizy conducted a study by using scenarios in education on 81 nursing students in their second and third years at Al Azhar University in Egypt (Abedini & Parvizy, 2019a). Kerber et al. also used a mixed method approach in their research, administered questionnaires and interviews with 79 senior students in Midwestern America (Kerber et al., 2012).

Form ten articles, three articles were written from an eastern perspective, while seven were written from a western perspective. The eastern perspective articles were based on research conducted in Iran (Abedini & Parvizy, 2019b; Hassan & Saad, 2019) and Egypt (Abedini & Parvizy, 2019a). From a western perspective, one study was conducted in Canada (Laschinger & Read, 2016), five were conducted in the Americas (Clark et al., 2013; Jenkins et al., 2013; Kerber et al., 2012; Rad & Karimi Moonaghi, 2016; Rose et al., 2020), and one was conducted in Australia (Mammen et al., 2018).

Table 2. Summary Description of The Study

Authors	Aim	Method	Sample	Main Results
Abedini & Parvizy (2019)	Comparing the effects of group discussion and self-study on nursing students' perceptions and levels of incivility.	Quasi-experiment	82 nursing students	Both groups demonstrated an increase in their perceived level of incivility. The mean score for the occurrence rate of incivility was significantly higher in the discussion group than in the self-learning group. There were significant differences in perceived level and rate of incivility between the two groups.
Laschinger & Read (2016)	Examine the effect of authentic leadership, the suitability of six work areas for work life, and civility norms regarding coworker incivility and burnout among newly graduated nurses.	Cross-sectional	933 newly graduated nurses in Canada	Authentic leadership influences recent nursing graduates to apply perceived standards of civility in the workplace.

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Authors	Aim	Method	Sample	Main Results
Hassan & Saad (2019)	Assessing nursing students' perceptions of civility	Quasi-experimental design (one group)	200 nursing students	Student nurses had a low perception of civility behavior in the preprogram phase, while all student nurses had a high level of knowledge regarding total civility dimensions in the post program phase and a slight decline in the follow-up phase, with highly statistically significant improvement in all phases of intervention.
Rose, Jenkins, Astroth, Woith, & Jarvill (2020)	To determine whether using a semi-virtual reality simulation (SVRS) intervention to educate nursing students increased their awareness of civility and incivility.	Pretest-posttest design	53 nursing students	Intervention Students' awareness of civility and incivility increases because of semi-virtual reality simulation. In nursing education, semi-virtual reality simulations can be an effective tool for promoting civility and combating incivility.
Mammen, Hills, & Lam (2018)	Explore the experiences of recent graduate nurses who encountered workplace incivility while enrolled in a graduate nursing program.	Qualitative descriptive	8 newly graduated nurses	Four major themes emerged: 'realising vulnerability' 'sensing self actualisation' 'changing expectations' and 'yearning for respect, support & information'.
Clark, Ahten, & Macy (2014).	Using Kirkpatrick's model of evaluation to assess student reaction and learning after a problem-based scenario.	Qualitative study	65 nursing students	Students responded positively to the scenario and reported feeling more prepared to deal with workplace incivility.
Rad & Moonaghi (2016).	Explore nurse educator's experience managing incivility behaviors.	Qualitative content analysis method	22 respondents (14 educator & 8 students)	Nurse educators used a variety of strategies to manage incivility, including behavioral management, teaching-learning strategies, friendship strategies, and role playing. Other strategies included authority, appropriative decision-making and freedom, stronger relationships between students, reflection, and an interactive educational environment.

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Authors	Aim	Method	Sample	Main Results
Abedini & Parvizy. (2019)	Evaluating nursing students' perceptions of scenario-based education as a means of increasing civility.	Mixed Method	81 nursing students	Before and after the intervention, there was a significant difference in students' perceptions of the level of perception and the incidence of incivility ($p < 0.05$). The major themes identified included an appreciation for the value of civility and the capacity to change incivility. The scenario-based education program heightens awareness and empowers participants to combat incivility.
Kerber, Jenkins, Woith, danKim (2012)	Examine the impact of journal clubs as an educational intervention for fostering nurisng student's civility and academic integrity.	Mixed method	79 senior nursing students	CJC (civility journal club) has a three-fold effect on participant civility. First, participants demonstrated an increased awareness of civil and incivility behavior. Second, involvement in CJC strengthens one's capacity to assist other students. This is critical because students are reported to be dependent on assisting others in achieving academic success. Finally, while participants favored planned problem solving following CJC, intervention promoted the development of additional coping skills, including seeking social support, positive reassessment, and responsibility.
Jenkins, Kerber, & Woith (2013).	Investigate interventions aimed at developing social capital and civility in nursing students.	Mixed Method	25 dan 10 nursing students	Students' attitudes and behaviors toward civility change because of participation in the intervention. Students refuse to engage in incivility, assist peers, provide support, and work to prevent or avoid incivility. The intervention and strategy employed are the establishment of a journal club.

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Table 3. Theme of The Study

Authors	Coding	Sub Theme	Theme
Abedini & Parvizy, (2019); Jenkihs et al, (2013); Hassan & Saad, (2019).	(1.1) Active discussion (1.3) Instructional approach (3.2) Discussion (9.5) Discussing	Active discussion	Stratery for Promoting Civility
Laschinger et al, (2016); Rad & Moonaghi,(2016).	(2.1) Authentic leadership (7.4) Training via role modelling (7.5) Authority	Role Modelling	
Jenkihs et al, (2013); Kerber et al, (2012).	(3.1) Club Journal (10.7) CJC (Civility Journal Club)	Civility Jurnal Club	
Rose et al, (2020); Clark & Macy, (2014); l) PBL (problem-based learning) Abedini et al, (2019); Hassan & Saad, (2019).	(4.1) Virtual reality simulation (7.2) Teaching learning strategy (7.3) Friendship strategy (8.3) Scenario based education (9.6) PBL	Problem based Learning	
Abedini & Parvizy, (2019); Jenkins et al, (2013); Rad & Moonaghi, (2016)	(1.2) student centered (1.4) Reflection or lecture,) Stress management strategy (7.8) Reflection	Self-reflection	
Heather et al,(2016); Jenkihs et al, (2013); Mammen et al,(2018); Rad & Moonaghi, (2016); Abedini et al, (2019); Hassan & Saad, (2019); Kerber et al, (2012).	(2.2) Civility norm (3.4) Empahic listening skills (5.1) Recognizing vulnerabilities (5.2) Feeling self-actualization (5.3) Changing expectations (5.4) Missing respect (7.1) Behavior management (7.6) Right decision making and freedom (8.1) Awareness of the importance of civility (8.2) Ability to change incivility (9.1) Improving student	Personal capacity	Impact of promoting civility

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Authors	Coding	Sub Theme	Theme
	achievement (9.3) Improve student learning and productivity (9.4) Responsibilities (10.1) Be aware of the behavior of civility and incivility (10.3) Coping skills (10.5) Positive reassessment (10.6) Responsibility		
Abedini & Parvizy, (2019); Mammen et al, (2018); Rad & Moonaghi, (2016); Hassan & Saad, (2019); Kerber et al, (2012).	(1.5) Receiving feedback (5.5) Support & information (7.7) Strengthening relationships between students (7.9) Interactive educational environment (9.2) Improve communication and social skills (10.2) Ability to help other students (10.4) Seeking social support	Interpersonal interaction	

DISCUSSION

The findings of this study identified two major themes as a means of promoting civility in the nursing profession (Table 3). The first theme of this research is strategy for promoting civility, and the second theme is impact of promoting civility.

Theme 1: Strategy of Promoting Civility

This study demonstrates a strategy for promoting civility in the nursing profession. The strategy for promoting civility is organized around five sub-themes: active discussion, role modeling, problem-based learning/PBL, civility journal club/CJC, and self-reflection. The PBL sub-themes receive the most support from the studies (Abedini & Parvizy, 2019b; Clark et al., 2013; Hassan & Saad, 2019; Rose et al., 2020), while role modeling (Laschinger & Read, 2016; Rad & Moonaghi, 2016) and CJC receive only two supporting studies (Jenkins et al., 2013; Kerber et al., 2012).

Active discussion is a form of promotion that can help increase civility (Kerber et al., 2012). The discussion is guided by an instructional approach that provides direction and information about civility being discussed (Abedini & Parvizy, 2019b). The instructional approach is one that is based on carefully planned and executed instruction to manage the flow of classes and discussions. Additionally, discussions must be student-centered to be effective in improving students' civil behavior. Students will learn how to listen and how to provide constructive criticism through the active discussion (Abedini & Parvizy, 2019b). When implementing this strategy, it is critical to provide a safe and comfortable discussion environment; when students discuss civility in a safe and comfortable environment, their civil behavior will improve (Abedini & Parvizy, 2019b; Hassan & Saad, 2019; Jenkins et al., 2013).

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Role modeling is an effective method of promoting civility (Laschinger & Read, 2016). This strategy is implemented by developing a role model, for example, a professional educator or someone who embodies civility values, who demonstrates civility behavior, such as dressing politely, having a positive view of civility, and possessing strong communication and linguistic abilities (Rad & Moonaghi, 2016). Authentic leadership is one type of role model that can be used in this strategy (Laschinger & Read, 2016). Through the ability to develop the work environment, authentic leadership can set a good example and exert influence, persuading newly graduated nurses to adhere to workplace civility standards (Laschinger & Read, 2016).

CJC is also one strategy for increasing civility in the nursing profession. Kerber et al. advocate for the use of CJC as a strategy for increasing student awareness of the importance of civility, promoting civility, and broadening the skills of nursing students (Kerber et al., 2012). CJC is accomplished through the formation of a club or association in which members discuss and debate civility literature journals under the direction of someone. (Kerber et al., 2012). Jenkins et al. also argue that CJC is an intervention aimed at promoting civility and altering student attitudes and behaviors (Jenkins et al., 2013). Additionally, this strategy encourages students to participate in active discussions with their peers using nursing literature in journals, particularly about civility and incivility.

PBL is an effective teaching strategy for preparing graduates to overcome incivility in nursing practice and to develop more civil behaviors (Clark et al., 2013). PBL can be completed in eight sessions over the course of eight weeks, with each session lasting 90 minutes. The PBL activity includes scenarios that focus on incivility behaviors that students frequently encounter; the scenarios' contents are intended to motivate and encourage students to exchange ideas and think critically about the issue. PBL can be facilitated using virtual reality simulations, where the simulation facilitates the implementation of PBL (Rose et al., 2020). Additionally, PBL is a teaching strategy that can help students improve their academic performance, communication, and social skills (Hassan & Saad, 2019).

A similar approach to PBL is scenario-based education, which can raise awareness about the value of civility and the ability to deal with incivility (Abedini & Parvizy, 2019a). According to Rose et al., interactive teaching methods can help students improve their learning abilities (Rose et al., 2020). Additionally, friendly relationships facilitate interaction between educators and students and strengthen students' learning abilities, enabling them to be more effective in promoting civility and preventing incivility.

Another strategy for increasing civility is self-reflection. Self-reflection can be used to combat incivility; students can evaluate their performance, improve their behavior and morals, and gain a better understanding of how to manage incivility behavior through self-reflection (Rad & Moonaghi, 2016). Individuals can cultivate civil behavior within themselves through self-reflection (Abedini & Parvizy, 2019b; Rad & Moonaghi, 2016). Additionally, Jenkins et al. discovered that students' stress could impede the process of self-reflection, implying that students needed to learn how to manage stress, such as using breathing relaxation techniques to become more relaxed and calm (Jenkins et al., 2013).

Theme 2: Impact of Promoting Civility

This study further demonstrates a beneficial effect on the promotion of civility. The impact is broken down into two sub-themes: personal capacity and interpersonal interaction. These personal capacities include the ability to listen empathically, to recognize one's vulnerabilities, to experience self-actualization, to support and respect one another, to modify incivility behavior, and to recognize the value of civility behavior (Abedini & Parvizy, 2019b; Mammen et al., 2018). Other personal capacities include the ability to make sound judgments, to improve individual achievement, to develop a sense of responsibility, and to evaluate positive actions and behaviors for the benefit of others and oneself (Abedini & Parvizy, 2019b; Hassan & Saad, 2019; Jenkins et al., 2013; Kerber et al., 2012; Mammen et al., 2018; Rad & Moonaghi, 2016).

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These findings corroborate Williamson's previous research, which emphasized the importance of professionalism, caring, compassionate care, and integrity (Williamson, 2018). Williamson's research concluded that there had been a shift in student behavior regarding the demonstration of civility within the scope of nursing. This is consistent with the impact of civility promotion discovered in this study, namely that students recognize the value of civility behavior and thus change their behavior from incivility to civility.

As previously stated, promoting civility enables individuals to support and respect one another, experience self-actualization, and maximize individual achievement. This is consistent with previous research conducted by Jenkins et al., which found that after CJC promotes civility, students become interested in civil behavior and assist their friends in practicing civility within the scope of nursing (Jenkins et al., 2013). Olsen et al. also support that promoting civility will empower nurses and nurse educators in academic management and health services, as well as increase civility and have an effect on job satisfaction and nurse turnover (Olsen et al., 2020).

The capacity to listen for empathy can also develop because of an individual's increasing civility behavior. Students who are able to listen empathically and with concern for their patients are expected to act as role models in their interactions with other students and teachers (Jenkins et al., 2013). Recognizing vulnerability is the next effect of civility promotion, as previously conducted research by Read and Laschinger discovered situations in which newly graduated nurses complained of various disrespectful behaviors from their coworkers (Read & Laschinger, 2015). This causes newly graduated nurses to be stressed, to be shunned by nurses who have worked for a long period of time, and to feel under pressure while working (Read & Laschinger, 2015). Thus, it is critical to promote civility among new nurses for them to recognize their own vulnerability. Nurses who are aware of their vulnerabilities will also be aware of their strengths, which will enable them to maintain motivation at work and manage stress in clinical practice (Read & Laschinger, 2015).

Universities have a responsibility to foster an environment conducive to teaching and learning. Therefore, it is critical to promote civility in universities to foster an environment conducive to teaching and learning for faculty and students alike and to avoid incivility behavior (Hassan & Saad, 2019). Additionally, several articles discovered that promoting civility influenced one's interpersonal relationships. Mutual acceptance of feedback, mutual support, and respect, strengthening relationships between students, an interactive educational environment, and improved communication and social skills are all interpersonal effects (Abedini & Parvizy, 2019b; Hassan & Saad, 2019; Kerber et al., 2012; Mammen et al., 2018; Rad & Moonaghi, 2016).

According to Abedini and Parvizy's research, receiving feedback is an opportunity for students to reflect and pay attention to the effectiveness of the discussion method (Abedini & Parvizy, 2019b). It is hoped that by promoting civility, students will be able to receive direct and immediate feedback from educators, who are expected to help students learn effectively. A teacher who can provide accurate feedback can also be expected to influence student behavior (Abedini & Parvizy, 2019b).

According to Mammen et al., mutual support and respect are critical for newly graduated nurses (Mammen et al., 2018). New nurses must be able to work diligently and develop into passionate nurses on the strength of their personal abilities in order to emerge as self-sufficient and positive individuals (Mammen et al., 2018). Nurses who have experienced the impact of civility promotion will be fully aware of their vulnerabilities, will experience self-actualization without jeopardizing their abilities, and will motivate themselves as new nurses (Mammen et al., 2018).

Rad and Moonaghi's previous research established that a friendly relationship between students results in increased interaction between peers and can help increase civility behavior (Rad & Moonaghi, 2016). Friendly relationships can help students become more involved and interested in learning (Rad & Moonaghi, 2016). Additionally, Hassan and Saad stated that improving students' communication and social skills

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can help them develop the ability to respect others, listen, and be patient. Communication is a critical skill for nursing students to possess because it enables nurses and patients to develop positive relationships (Hassan & Saad, 2019). Another study conducted by Abedini and Parvizy, communication is an effective tool for students and educators to communicate their expectations and points of view, as well as to strengthen their relationship (Abedini & Parvizy, 2019b).

This current study applied a systematic literature review conducted using several inclusion criteria, such as looking for articles published within the last ten years and in English. As a result, it is possible that some recent articles or those written in other languages were omitted from the analysis of this research. However, this study provides up-to-date information on strategies for promoting civility and their beneficial effects. The findings of this study can be used to inform future research, particularly in developing interventions to improve civility in the nursing field.

CONCLUSION

The promotion of civility in nursing can be summarized in two broad categories: the strategy for civility promotion and the impact of civility promotion. Among the strategies are active discussion, role modeling, a civility journal club, problem-based learning, and self-reflection. In terms of the impact of civility promotion, the two factors that had the greatest impact were personal capacity and interpersonal interaction. Personal capacity influences students personally; it enables them to develop an internal sense of civility. Interpersonal interaction, on the other hand, has an impact on how students relate to and interact with their environment and other people.

SUGGESTION

Nursing educators are expected to facilitate activities that promote civil behavior, such as discussions, problem-based learning, role modeling, civility journal clubs, and self-reflection, both within and outside of lecture settings.

Nursing practice institutions are expected to assist nurses in developing civility through civility promotion activities such as role modeling and self-reflection in the nursing sphere to foster the development of a professional nursing service.

Additional research will be conducted to determine the efficacy of one of the strategies for promoting civility in nursing as a method for improving civility behavior.

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