OBJECTIVES

- Discuss the prevalence of student and faculty incivility in medical imaging education
- Identify causes and contributors of student and faculty incivility in higher education
- Explore practices and strategies to manage and prevent student and faculty incivility in medical imaging education
1. Let’s Have Some Fun!

...Before we bore you to death with our statistics 😭

◈ Eating with mouth closed
◈ Waiting for someone to finish speaking before joining conversation
◈ Turning off cell phone while watching a movie
◈ Saying please, thank you, and excuse me
◈ Placing hand over mouth when yawning or sneezing
◈ Not picking nose in public
◈ Keeping elbows off the table
◈ Sharing with friends
◈ Excusing yourself to pass gas or burp in private

“Every action done in company ought to be with some sign of respect to those that are present.”
Every action done in company ought to be with some sign of respect to those who are present.

When in company, put not your hands to any part of the body not usually discovered.

If you cough, sneeze, sigh, or yawn, do it not loud but privately.
"In writing or speaking, give to every person his or her due title, according to degree and the custom of the place. 
2. Student Incivility
Published in Radiologic Technology, 2017, 88(6), 590-602

DEFINITIONS

Student Incivility
Behaviors that hinder the instructor’s ability to teach and prevent other students from learning

Classroom Management
Skills and techniques instructors use to oversee student behaviors, interactions, and learning

LITERATURE REVIEW

Prevalence
- Severe student behaviors did not occur frequently, whereas those behaviors not considered severe occurred often
- Subjective
- Academic dishonesty

Contributors
- Illness
- Fatigue
- Stress
- Immaturity
- Attention seeking
- Disability issues
- Balance
- Instructor actions

Management
- Using civil language
- Listening to students in a respectful manner
- Modeling respectful and empathetic behaviors
- Using appropriate humor
LITERATURE REVIEW (cont.)

Prevention
- Stating policies in syllabi
- Focusing on desired behaviors rather than undesired
- Building a rapport
- Creating behavior contracts

RESEARCH QUESTIONS
- What is the prevalence of student incivility in radiography education?
- What classroom management strategies are used to manage and prevent student incivility?
- What is the association between formal classroom management training and frequency of incivility?

METHODS

IRB
Received IRB approval from Midwestern State University, #17011931

Permission
Granted permission to modify a previously used survey on incivility in higher education

Pilot Study
Piloted the survey to eight educators and revised accordingly

Survey
18-item electronic survey, survey link active for five weeks, and 10 minutes to complete survey

Participants
1,400 educators in radiography programs accredited by the JRCERT, 507 responses, 145 incomplete, and 362 completed surveys (26%)

Procedures
Implied consent, results exported to SPSS, descriptive statistics, Pearson chi-square tests, and data saved for three years
SEVERITY OF STUDENT BEHAVIORS

- Sexually harassing others
- Answering and talking on a cell phone
- Engaging in academic dishonesty
- Using vulgarity

THEN THE STUDENT SAID...

OTHER TEACHERS: LET US HAVE OUR CELL PHONES OUT IN CLASS!
MOST SEVERE

- Engaging in academic dishonesty (3.62)
- Threatening instructor or students (3.53)
- Sexually harassing others (3.53)
- Physically attacking others (3.52)
- Acting under the influence of drugs/alcohol (3.51)

LEAST SEVERE

- Yawning (1.60)
- Eating (1.62)
- Wearing hats (1.69)
- Unpacking or packing belongings (2.17)
- Getting up during class, leaving, then returning (2.30)

OTHER SEVERE STUDENT BEHAVIORS

- Not being prepared for class
- Lying
- Shaving
- Wearing sunglasses
- Vandalizing school property
- Going above the instructor to report an issue
- Displaying a weapon
- Having a sense of entitlement
FREQUENCY OF STUDENT BEHAVIORS

- Acting bored or apathetic
- Dominating class discussions
- Arriving late or leaving early
- Text messaging

When I catch a student nodding off in the middle of my lesson...

ARE YOU NOT ENTERTAINED?
MOST FREQUENT
- Acting bored or apathetic (2.80)
- Arriving late or leaving early (2.72)
- Talking to others about unrelated content (2.54)
- Getting up during class, leaving, then returning (2.46)
- Text messaging (2.46)

LEAST FREQUENT
- Physically attacking others (1.09)
- Sexually harassing others (1.19)
- Threatening instructor or students (1.23)
- Acting under the influence of drugs/alcohol (1.24)
- Verbally attacking others (1.36)

OTHER FREQUENT STUDENT BEHAVIORS
- Not being prepared for class
- Having a sense of entitlement
- Going above the instructor to report an issue
- Getting up to plug in electronic devices

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FREQUENCY

- 33.7% Once per term or less
- 40.9% Several times per term
- 25.4% Once per week or more often

CLASSROOM MANAGEMENT

Major Issues
- Speaking to student offender(s) privately (83%)
- Removing student(s) from class session (71%)
- Seeking help from direct supervisor (69%)
- Addressing entire class (67%)
- Asserting yourself (65%)
CLASSROOM MANAGEMENT

Minor Issues
* Speaking to student offender(s) privately (92%)
* Addressing entire class (83%)
* Pausing instruction until disruption clears (83%)
* Asserting yourself (65%)
* Raising voice during disruptive incident (28%)

OTHER STRATEGIES
* Addressing incivility during program orientation
* Using proximity to approach the student offender(s) while continuing to lecture
* Directing next question to the student offender(s)
* Removing student offender(s) from the program
* Drafting a civility statement for handbook and syllabi

Prevention

1 – Not effective  2 – Slightly effective  3 – Moderately effective  4 – Very effective
**PREVENTION TECHNIQUES**

- Building a rapport with students (3.79)
- Creating and following a behavior policy (3.72)
- Modeling desired behavior (3.62)
- Teaching students how to disagree respectfully (3.51)
- Verbally reminding of proper behavior (3.42)
- Using appropriate humor (3.32)
- Listing behavior consequences in syllabi (3.18)
- Creating behavior contracts (2.49)

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**FORMAL TRAINING**

- No: 68.8%
- Yes: 31.2%

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**TRAINING & FREQUENCY**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>68.8%</td>
</tr>
<tr>
<td>Once per term or less</td>
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</tr>
</tbody>
</table>

\[ \chi^2 = 6.9 \ (2, \ N = 362), \ p = 0.032 \]
DISCUSSION
* Prevalence of student incivility in radiography classrooms was parallel to results in previous literature involving nursing students
* Uncivil student behaviors did not occur as often as less severe behaviors
* Radiography educators use a variety of strategies to manage and prevent student incivility
* Proactive approach

DISCUSSION
* Uncomfortable using humor in the classroom or unaware of how to use it appropriately
* Importance of formal training in classroom management
* Transition from clinical to classroom environment
* Seek out and attend formal training to learn how to manage the classroom effectively

LIMITATIONS
* Sample size
* Self-reporting data
* Gender restrictions
* Pearson correlation coefficient
CONCLUSIONS

- Student incivility is present in radiography classrooms
- Radiography educators use a variety of strategies and techniques to manage and prevent student incivility
- Formal classroom management training is important
- Qualitative research study

3. Time to Wake Up!

...Before we share more statistics 😊
4. Faculty Incivility
Hoping to be published in The Internet Journal of Allied Health Sciences and Practices

The Internet Journal of Allied Health Sciences and Practices
GATEKEEPERS

ATTENTION SEEKERS

WANNABES
To examine the prevalence of incivility among radiography educators
Faculty can engage in uncivil behaviors directed toward students and other faculty members
Students are bothered by instructors who are uncivil
METHODS

IRB
Received IRB approval from Midwestern State University, #17009791

Survey
Created an 11-item electronic survey instrument based on behaviors identified in the literature

Pilot Study
Piloted the survey to eight educators and revised accordingly

Participants
1,401 educators in radiography programs accredited by the JRCERT, 342 responses, 102 incomplete, and 240 completed surveys (18%)

Procedures
Implied consent, results exported to SPSS, descriptive statistics, Spearman rank correlations, and data saved for three years

POSITION

Program Director 52.5%
Clinical Coordinator 27.5%
Didactic Instructor 13.8%
Clinical Instructor 2.5%
Didactic & Clinical Instructor 3.8%

INSTITUTION

College/University 32.5%
Community College 38.6%
Technical College/Institute 7.5%
Hospital 17.5%
Proprietary Institution 3.8%
GENDER

77.9% Female
22.1% Male

EDUCATION LEVEL

Associate 16.7%
Bachelor’s 74.2%
Master’s 8.8%
Doctorate 0.4%

Mean Age: 50.6 years
Mean Teaching Experience: 17.1 years
SEVERITY LEVEL

- Not a problem: 40.4%
- Minor problem: 23.8%
- Moderate problem: 16.3%
- Major problem: 19.6%

SEVERITY OF FACULTY BEHAVIORS

- Discrediting others
- Sexually harassing others
- Bullying others
- Lacking content knowledge
WHEN YOUR COLLEAGUES BEHAVE WORSE THAN CHILDREN DURING A MEETING

MOST SEVERE
- Bullying others (3.45)
- Belittling or humiliating others (3.43)
- Intimidating others (3.37)
- Discrediting others (3.35)
- Sexually harassing others (3.34)

LEAST SEVERE
- Not engaging in scholarly activities or service opportunities (2.43)
- Not being available outside of class (2.78)
- Dressing inappropriately (2.82)
- Refusing to accept teaching assignments (2.88)
- Canceling class without prior notice (2.91)
OTHER SEVERE FACULTY BEHAVIORS

- Being racist
- Drinking with students outside of class
- Having poor hygiene
- Having sexual relations with students
- Recording others without their knowledge
- Using alcohol or drugs during work hours

FREQUENCY OF FACULTY BEHAVIORS

Arriving late for class or meetings
Making rude, condescending remarks to others
Showing favoritism towards certain students
Having a poor teaching style
MOST FREQUENT

* Arriving late for class or meetings (2.43)
* Showing favoritism towards certain students (2.21)
* Having poor communication (2.19)
* Being unprepared for class (2.18)
* Having a poor teaching style (2.14)

LEAST FREQUENT

* Sexually harassing others (1.18)
* Refusing to accept teaching assignments (1.47)
* Using social media inappropriately (1.60)
* Refusing to work with others (1.62)
* Using vulgarity (1.66)
OTHER FREQUENT FACULTY BEHAVIORS

- Gossiping
- Hanging out with students outside of class
- Spending the majority of the day socializing instead of working
- Texting students
- Recording others without their knowledge

Mean Age:
50.6 years

\[ r_s (238) = -0.185, p = 0.004 \]

Mean Teaching Experience:
17.1 years

\[ r_s (238) = -0.091, p = 0.1594 \]
DISCUSSION

- Faculty incivility is not a major problem among radiography educators
- Did not examine students’ perceptions of faculty incivility
- Did not assess contributing factors or preventative strategies regarding faculty incivility

- Older, more established educators may be more apt to handle incivility and act appropriately
- Using more experienced educators as mentors for less experienced educators should be considered
- Managing faculty incivility or preventing it altogether is crucial

LIMITATIONS

- Sample size
- Self-reporting data
- Gender restrictions
- Did not differentiate between faculty-to-student and faculty-to-faculty incivility
CONCLUSIONS

- Faculty incivility among radiography educators is occurring, although minor
- Some uncivil faculty behaviors documented among nursing and other allied health educators are being witnessed among radiography educators
- Future study to examine causes and prevention as well as students’ perceptions

#WeAreCivil


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Kevin R. Clark, EdD, RT(R)(QM)  
Assistant Professor/Graduate Coordinator  
The University of Texas M.D. Anderson Cancer Center  
krclark@mdanderson.org

Jessyca B. Wagner, MSRS, RT(R)  
Assistant Professor  
Midwestern State University  
jessyca.wagner@mwsu.edu