

Designing and Implementing Civility Behavior Instructional Guidelines for Newly Nursing Students and its Effect on their Professional Values

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Abstract

Background: Civility is a fundamental value of nursing profession as the nurses should possess moral qualities and traits of courtesy to enhance the professional values. **Aim of study:** Was to assess the effect of designing and implementing civility behavior instructional guidelines for newly nursing students on their professional values. **Research design:** A quasi-experimental design was utilized to conduct this study. **Setting:** The study was conducted at Al Agoza technical institute of nursing, Giza Governorate. **Subjects:** Consisted of two groups (70) newly nursing students, and (33) jury member of academic professors and nursing teachers. **Tools of data collection:** Three tools used for data collection. **I:** Nursing student's civility behavior questionnaire. **II:** Opinionnaire sheet. **III:** Professional values Scale. **Results:** Less than half of nursing students (48.5%) had moderate perception level of civility behavior before designed instructional guidelines, meanwhile all of them had high perception level of civility behavior after implementing instructional guidelines. Less half of students (47.1%) had moderate perception level of professional values before implementing instructional guidelines, while majority of them (92.8%) had high perception level of professional value at post instruction guidelines. **Conclusion:** The designing and implementing civility behavior instruction guidelines were improved nursing student's civility behaviors and professional values. **Recommendations:** Disseminate developed instruction guidelines for deferent nursing educational setting through workshops, awareness sessions. Pay attention to nursing curricula to enhance the commitment of nursing students regarding civility behaviors within nursing educational environment

Key words: Civility behavior, Newly nursing students, Professional values.

Introduction

Nursing education has a significant impact on the knowledge and competencies of nurses and all health care providers. Nurses are enabled to meet various patients' needs, function as leaders, advance science that benefits patients and the capacity of health professionals to deliver safe, and quality patient care. The increased focus of public education on academics may have minimized the teaching of civil behavior, which was once prevalent in schools. Public concern for safe schools combined with anecdotal evidence of decreased civility has focused attention on

ways educators can encourage this important social skill (**Institute of Medicine, 2020**).

Civility is polite, reasonable, and respectful behavior" civility is polite and courteous behavior within social situations. It requires student to be patient, attentive, and to observe the agreed-upon rules of social exchange (**Clark, 2018**). Civility is behavior that demonstrates consistent respect for others, including an effort to understand differences. Civility helps to create an environment within the school of education where all are valued and can be productive (**Osatuke et al, 2018**).

Civility can help to solve many challenges confronting the educational process in general,

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from student bullying and violence to prejudice and harassment. In the classroom, civility can help to establish and communicate behavioral expectations for students to facilitate academic success. **(Prichard & Sawyer, 2018)**. Recruiting technique: Civility can help universities to attract and develop quality and diverse students. Retention technique: Students are more inclined to attend and remain with universities with positive reputations for learning and diversity.

Enhance student learning and Promote valuing diversity: A classroom environment that promotes mutual respect can facilitate the reduction of prejudice and harassment, and promote the valuing of diversity. Promote individual responsibility: Student who assume personal responsibility for their behavior will learn to develop self-discipline and proactive behavior **(Reece & Brandt, 2018)**. Civility can play a significant role in creating a classroom environment that is conducive to learning **(Andrews, 2016)**.

Recognizing the importance of civility and its impact on student learning and the valuing of diversity, it's important for instructors to create such a learning environment. Civility behavioral standards should be communicated in different ways and as early at the of semester as possible, preferably, the first day of class. In addition to the instructors, the university should play an active role in promoting civility **(Poorchangizi, et al., 2017)** Instructors can promote classroom civility by: Establish behavior standards and expectations by defining civility, providing examples of inappropriate student behavior, emphasizing the importance of mutual respect and encouraging student accountability for behavior **(Schramm, 2015)**.

Values are concepts or beliefs, about desirable end states or behaviors, that transcend specific

situations, guide selection or evaluation of behavior and events, and are ordered in relative importance. It is a beliefs or principles that influence behaviors **(Schak, 2018; Black, 2017)**. Professional values are “standards for action that are accepted by the practitioner and/or professional group and provide a framework for evaluating beliefs and attitudes that influence behavior” **(Behrend et al., 2018)**.

Professional values dimensions are divided into five dimensions include: Caring, professionalism, trust, justice, and activism **(Geckil et al., 2016)**. Caring is the moral ideal of nursing whereby the end is protection, enhancement, and preservation of human dignity. Human caring involves values, a will and a commitment to care, knowledge, caring actions, and consequences **(Watson, 2017)**. Professionalism is one of the fundamental concepts of nursing and the product of social and other communication. The quality of care is influenced by nursing professionalism **(Shohani & Zamanzadeh, 2017)**.

Trust in health care profession is related to the willingness to seek medical treatment and commitment to the continuity of that treatment, and nurses being the trust care provider's impact patient care outcomes **(Mitchell, 2016)**. Justice has been defined by the traits which, in addition to consideration of individuals' dignity and respect, focus on equal access to health services and the right of being fairly treated and cared free of economic, social, and cultural status **(Young & Travis, 2017)**. Activism explores facets of duties outside individual experiences with patients, representing the nursing professional's activist position **(Weis & Schank, 2017)**.

Significance of the Study

The investigator as a nursing teacher observed that in the last years, nurse students had negative attitude and performance toward their educational setting as some arrived class late, leaving class early without excuse, making sarcastic remarks or gestures, eating and drinking in class, sleeping in class and using cell phone during the lecture at classroom and they were not aware that this behavior isn't acceptable. So, this study conducted to design and implement civility behavior instructional guidelines for newly nursing students and its effect on their professional values

Aim of the Study

The present study aimed at assessing the effect of designing and implementing civility behavior instructional guidelines for newly nursing students on their professional values.

Subject and Methods

Research Design

A quasi-experimental research design was carried out in the study.

Setting

The current study was conducted at Al Agoza technical institute of nursing, Giza Governorate. It was established in 2017, and the system of study is two years after three years in the high school of nursing, the institute awards the technical diploma in nursing.

Subjects

The subjects included in the present study consisted of two groups as the following:

I - Newly nursing students' group

All newly nursing students (70) who enrolled in Agoza technical institute of nursing at the time of the study at the academic year 2019-2020.

II- Jury group: Consisted of two groups

Consisted of 33 jury members divided into 13 experts from nursing and different faculties, and 20 nursing teachers at Agoza and Embaba nursing institute.

Tools of data collection:

Data of this study was collected through three main tools.

1-Nursing students civility behavior questionnaire

It was developed by the investigator based on the review of literature (Clark, & Springer, 2010; Allen, & Seaman, 2010; Baker, 2013). It aimed to assess the newly nursing students' perception levels regarding civility behavior it divided into three parts as the following:

Part I: Personal characteristics of newly nursing students (age, marital status, residence, education before entering the Institute and number of brothers, and hobbies).

Part II: Civility behavior questionnaire: This part consisted of 96 items divided into four dimensions (civility behavior in the class room 49 items, civility behavior in the learning environment 10 items, civility behavior in the clinical laboratory 7 items, and civility behavior in the hospital 30 items).

Scoring system:

Nursing students' responses were measured on a 3-point Likert scale ranging from 1= uncivil, 2= not sure, 3= civil. These scores were converted into a percent score. In addition, the calculation of the mean and standard deviation was done calculated as the following: Student's perception levels of civility behaviors considered low if the percent score was > 60 %. Student's perception levels of civility behaviors considered moderate if the percent score was 60% - < 75%. Student's perception levels of civility behaviors

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considered high if the percent score was < 75% (Mahmoud, 2017; Hassan, 2019).

2- Opinionnaire sheet: It was developed by the investigator based on literature of review and opinionnaire of jury group divided into three parts:

Part I: Personal characteristics of jury (gender, marital status, specialization, scientific degree, and place of work.

Part II: Jury opinionnaires regarding face validity of developed instructional guidelines to judge its clarity, comprehensiveness, relevance, simplicity, and accuracy of student's civility behavior instruction guidelines

Part III: Jury opinionnaires regarding content validity of developed instructional guidelines to judge its clarity, comprehensiveness, relevance, simplicity, and accuracy of student's civility behavior instruction guidelines. It consisted of 96 items divided into four dimensions as the following: Civility behavior in the class room 49 items divided to two sub dimensions (relation between students and teachers in the class room 26 items and relation between students in the class room 23 items). Civility behavior in the learning environment 10 items. Civility behavior in the clinical laboratory 7 items. Civility behavior in the hospital 30 items divided to four sub dimensions (commitment, general appearance and uniform 10 items, students' relations with health team 5 items, students' relations with others 4 items, and students' relations with patients 11 items).

Scoring system:

The scoring system was measured on a 3-point Likert scale ranged from agree (2), agree with modification (1) and disagree (zero). Total agreement of jury members regarding

civility behavior instruction guidelines were 80% and more

3-The Nurse's Professional Values Scale (NPVS):

This tool developed by (Geckil et al., 2012), to assess perceptions of the student nurses regarding professional values, it contained 26 items divided into five main dimensions (caring 9 items, professionalism 4 items, trust 5 items, justice 3 items, and activism 5 items).

Scoring system:

Each student scores each item on a Likert 5-point scale ranging from 1 to 5 "not important =1, somewhat important =2, not sure =3, important =4, and very important =5 with total score 26 degree calculated as the following: Student's perception of professional values considered low if the percent score was > 60%. Student's perception of professional values considered moderate if the percent score was $\geq 60\%$ - < 75%. Student's perception of professional values considered high if the percent score was < 75% (Geckil et al., 2016).

Tool's validity

It was aimed to assess the comprehensiveness, accuracy, and clarity in language (face validity) and the importance of items included in the tools (content validity). Based on their recommendation's correction, addition and/or omission of some items were done such as remove duplications

The reliability score for the study tools: The Cronbach's Alpha test was done for study tools. The calculated reliability was ($r=0.96$ & $r=.87\%$) for nursing student's civility behavior questionnaire, and nurse's professional values.

Ethical consideration:

The researcher took approval from Agoza hospital director and Agoza technical institute of nursing director to conduct and implement the study. The aim of the study was explained to institute director as well as the newly nursing students who were included in the study. Also, the researcher assured the anonymity and confidentiality of the subject data. Newly nursing students were informed that they were allowed to choose to participate or not in the study and that they had the right to withdraw from the study at any time.

Pilot study:

This phase started at the 2nd half of September 2019. Upon developing the data collection tools, a pilot study was conducted on (7) newly nursing student who represent 10% of total study sample. The pilot study aimed to examine the applicability, clarity of language, test the feasibility of the designated tools. It also served to estimate the time needed to fill in the questionnaires by each participant and identify the potential obstacles and problem that may be encountered during the period of data collection. The time consumed for fulfilling the study tools was ranged between 15- 30 minutes. Data obtained from the pilot study was analyzed, and no modifications were done.

Field Work

The actual field work of the study was started at the beginning of October 2019 to the end of March 2020. The study was included through the following phases:

Phase 1: Assessment phase

This phase started at October 2019. The researcher explained the aim and nature of the study to the newly nursing students and distributed the data collection tools to the students. Each student filled the sheet and backed it to the researcher to check its

completeness in the presence of investigator to clear any ambiguity and answer any questions from the students.

Phase 2: Instructional guidelines planning phase

This phase started at November 2019. The researcher prepared civility behavior instruction guidelines based on the analysis the data of pretest and determined the newly nursing student's needs. The researcher returned to the jury group to assess accuracy, and clarity in language (face validity), the importance of items included in the instruction guidelines (content validity).

The reliability of the instruction guidelines:

The reliability test was done to assure the internal consistency of the instruction guidelines by Cronbach's Alpha coefficients. Test of reliability for nursing student's civility behavior instruction guidelines was **0.94**

Phase 3: Instructional guidelines implementation Phase:

This phase started at the beginning of December 2019 to the end of January 2020. The researcher after gaining jury comments and modifications of the proposed instruction guidelines and designed the final form of guidelines the researcher prepared civility behavior instruction guidelines booklet and took permission from study supervisors to documenting the booklet in the Egyptian National Library. A deposit number for the civility behavior instruction guidelines booklet was created (**5385/2020**) with International Securities Identification Number (**ISIN**) (**978.9776710.410**).

The researcher disseminated instruction guidelines to newly nursing students at Agoza technical institute of nursing distributed a copy of civility behavior instruction guidelines booklet to each student. The researcher put time table to meet the students who need any

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clarifications about instruction guidelines. The researcher started to implement the instruction guidelines by divided the newly nursing students into seven groups each group contain ten students to discuss the instruction guidelines with them and ensure about their understanding the developed instruction guidelines. Each meeting took time ranged between 20-30 minutes, the meetings were conducted at student's class room and clinical setting to allow each student to implement the developed instruction guidelines during clinical training periods. The role of Agoza nursing institute (director and nursing teachers) were encourage the investigator and students to continue also, participate in dissemination of instruction guidelines during their lectures and clinical training.

Phase 4: post instruction guidelines evaluation Phase:

This phase started at the 2nd half of February to the end of March. After finishing all meetings with newly nursing students to ensure their understanding of instruction guidelines, the researcher started to collect data for assessing the effect of designing and implementing civility behavior instructional guidelines for newly nursing students and its effect on their professional values

Statistical analysis:

Data entry and statistical analysis were done using statistical package for social sciences (SPSS) version 16.0. Data were presented using descriptive statistics in the form of frequencies and percentages for qualitative variables, and means and standard deviations for quantitative variables. Quantitative variables were analyzed using paired t-test when there were two independent categories, while repeated measurement.

Results

Table (1): Shows that the majority (81.4%) of the nursing student had 18 years old and more, the majority (88.6%) of them were single, almost of them were living in urban areas, all of them had graduated from secondary nursing school before entering the institute, more than half (51.4%) of them had less than three brothers, nearly half (45.7%) of them were the biggest in their families, and more than half (51.4%) of them had Hobbes.

Table (2): Shows that the majority (87.8%) of the jury were female, all of them were married (100%), the majority (90.9%) of them were nursing specialization, more than half (60.6%) were nursing teacher, and more than half (60.6%) were working in technical institute of health.

Table (3): Shows that there were highly statistically significant differences ($p \leq 001$) in the perception levels of nursing student's regarding civility behavior before & after instruction guidelines.

Table (4): Reveals that there were highly significant statistical differences after and before instruction guidelines related dimensions of professional values and all its dimensions.

Table (5): Shows that the majority (90.9%) of jury were agreed of face validity regarding civility behavior instructional guidelines.

Table (6): Shows that the majority (96.9%) of jury were agreed regarding total civility behavior instruction guidelines.

Table (7): Shows that there were significant positive correlations between student's civility behavior and nursing students' perception regarding professional values at pre and post instructions guidelines.

Table (1): Personal characteristics of newly nursing students (n=70)

Personal characteristic	No.	%
Student age:		
> 18 year	13	18.6
<18 year	57	81.4
Marital status:		
single	62	88.6
Married	8	11.4
Residence:		
Rural	1	1.4
Urban	69	98.6
Education before entering the Institute:		
Secondary Nursing	70	100
Number of brothers:		
>3 brothers	36	51.4
3-5 brothers	33	47.1
< 5 brothers	1	1.4
Ranking between brothers:		
The biggest	32	45.7
The middle	27	38.6
The smallest	11	15.7
Hobbies:		
Yes	36	51.4
No	34	48.6

Table (2): Personal characteristics of jury group (n=33).

personal characteristic	No.	%
Gender:		
Male	4	12.%
Female	29	87.8%
Marital status:		
Married	33	100%
Specialization:		
Nursing filed	30	90.9%
Non nursing filed	3	9.09%
Scientific degree		
Nursing teacher	20	60.6%
Lecture	1	3.03%
Assistant professor.	9	27.2%
professor	3	9.09%
Place of work:		
Technical institute of health	20	60.6%
Faculty of nursing	10	30.3%
Faculty of education	2	6.06%
Faculty of law	1	3.03%

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Table (3): Comparison between newly nursing student's perception level regarding civility behavior dimension before & after instruction guidelines (n=70).

Student civility behavior	Pre instruction guidelines		Post instruction guidelines		χ^2	P value
	No.	%	No.	%		
Civility behavior in the class room						
Low	25	35.7	0	0	10.78	.001**
Moderate	35	50	0	0		
High	10	14.2	70	100		
Civility behavior in the learning environment						
Low	25	35.7	0	0	101.98	.00**
Moderate	34	48.5	0	0		
High	11	15.7	70	100		
Civility behavior in the Clinical laboratory setting						
Low	11	15.7	0	0	27.52	.00**
Moderate	37	52.8	0	0		
High	22	31.4	70	100		
Civility behavior in the hospital						
Low	8	11.4	0	0	41.48	.00**
Moderate	38	54.3	0	0		
High	24	34.3	70	100		
Total						
Low	21	30	0	0	16.8	.00
Moderate	34	48.5	0	0		
High	15	21.4	70	100		

Table (4): Nursing student's perception level regarding Professional values dimensions before & after instruction guideline

Professional values	Pre instruction guidelines		Post instruction guidelines		χ^2	P value
	No.	%	No.	%		
Caring						
Low	22	31.4	0	0	93.33	.00**
Moderate	34	48.6	0	0		
High	14	20	70	100		
Professionalism						
Low	21	30	1	1.4	71.78	.00**
Moderate	28	40	0	0		
High	21	30	69	98.6		
Trust						
Low	16	22.9	0	0	60.6	.00**
Moderate	28	40	1	1.4		
High	26	37.1	69	98.6		
Justice						
Low	11	15.7	0	0	52.16	.00**
Moderate	32	45.7	0	0		
High	27	38.6	70	100		
Activism						
Low	49	70	0	0	121.33	.00**
Moderate	16	22.9	0	0		
High	5	7.1	70	100		
Total values						
Low	22	31.4	0	0	86.80	.00**
Moderate	33	47.1	5	7.1		
High	15	21.4	65	92.8		
Total						
Low	22	31.4	0	0	86.80	.00**
Moderate	33	47.1	5	7.1		
High	15	21.4	65	92.8		

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Table (5): Jury agreement regarding face validity of civility behavior instruction guidelines(n=33)

Statements	Agree	
	No	%
The tool looks like guidelines	31	93.9
The wording of form items is; Clear .	30	90.9
Correct	30	90.9
Scientific.	30	90.9
Appropriate	30	90.9
The guidelines cover all aspects of the civility behaviors	31	93.9
The guidelines are free from any duplication.	30	90.9
The guidelines are free from redundant items.	31	93.9
There is a balance among various sections of the guidelines.	31	93.9
There is a logical sequence of the different sections.	30	90.9
Total	30	90.9

Table (6): Jury agreement regarding content validity of civility behavior instruction guidelines(n=33)

Civility behavior instruction guidelines	Agree	
	No of jury agreements	%
1-Civility behavior in the classroom	31	93.9
2-Civility behavior in learning environment	32	96.9
3-Civility behavior in clinical laboratory setting	32	96.9
4-Civility behavior in the hospital	32	96.9
Total	32	96.9

Table (7): Correlations between nursing students' perceptions regarding civility behavior and professional values before & after instruction guidelines.

Nursing Student' civility behavior	Nursing Student' perception regarding professional values	
	Pearson Correlation(n=70)	
	r	p- value
Pre instructions guidelines	.213	.05*
Post instructions guidelines	.182	.02*

Discussion

The current study revealed that nearly half of nursing students had moderate level of civility behavior at pre instruction guidelines, while all of nursing students had high level of civility behavior at post instruction guidelines. These findings supported by (Clark 2017) who state in her study about fostering civility in nursing education and practice. Reflections on nursing leadership, who revealed that, there were statistically significant improvement between pre and posttest simulation in the participants' perceptions regarding all dimensions of civility behavior.

Concerning perception levels of nursing student's Professional values pre- and post-instruction guidelines: less half of students had moderate perception level of professional values at pre instruction guidelines, while almost all of nursing students had high perception level of Professional values at post instruction guidelines. This result supported by (Asfour et al., 2016) who mention in their study about measuring changes in attitude, practice and knowledge of undergraduate nursing students after receiving an educational intervention in nursing professional values in critical care nursing, who revealed that, there was significant difference between the students' knowledge, attitude and practice of nursing professional values before and after the training program. Also, this result was similar to (Saeed & Ghoneimy 2019) who revealed that, there was highly statistically significant improvement in level of professional nursing values knowledge among staff nurses immediate post and three months follow up the program respectively compared to preprogram, and highly statistically significant correlation between staff nurses' total knowledge and total practice. regarding professional nursing values immediate post program.

Regarding jury agreement of total civility behavior instruction guidelines: The majority of jury were agreed of total civility behavior instruction guidelines. This result supported by (Sobhy, 2017) who showed that, the faculty members had high perception toward students' uncivil behavior in learning environment, the majority of faculty members viewed that students training handle misbehavior, reinforcing and rewarding civility, enforcing code of conduct consistently, and using effective communication skills were most important proactive strategies for promoting civility behavior.

According to the study finding, there were significant positive correlations between student's civility behavior and nursing students' perception regarding professional values at pre and post instructions guidelines. This result was supported by (Saeed & Ghoneimy, 2019) who revealed that, there was a highly statistically significant correlation between professional nursing ethics practice and workplace civility among staff nurses immediate post program. Also, this result was similar to (Hafez et al., 2016) who reported that there was statistically significant correlation between professional nursing ethics practice and workplace civility among staff nurses.

Conclusion

The designing and implementing civility behavior instruction guidelines were improved nursing student's civility behaviors and professional values. The result of the present study was supported the research hypothesis "which was designing and implementing guidelines would improve nursing student's civility behaviors and professional values".

Recommendations

-Disseminate developed instruction guidelines for deferent nursing educational setting through workshops, awareness sessions. Set rules and regulations when selecting newly

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nursing students according students' feedback about nursing ethics and nursing civility behaviors by conducting a personal interview as a condition for approval to join the institute. Pay attention to nursing curricula to enhance the commitment of nursing students regarding civility behaviors within nursing educational environment.

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تصميم وتطبيق ارشادات توجيهية عن السلوك المتحضر لطلاب التمريض الجدد وتأثيرها على قيمهم المهنية ولاء بيومي احمد محمد - رباب محمود حسن - فوزية فاروق كامل

أصبح مفهوم التحضر في تعليم التمريض مهمًا لمعلمي وطلاب التمريض على حد سواء بسبب تأثيره على بيئة التعلم وسلوكيات طلاب التمريض المكتسبة. التحضر هو السلوك الذي يُظهر الاحترام تجاه شخص آخر، ويجعل ذلك الشخص يشعر بالتقدير، ويساهم في الاحترام المتبادل والتواصل الفعال والتعاون الجماعي. لذا هدفت هذه الدراسة الي تصميم وتطبيق ارشادات توجيهية عن السلوك المتحضر لطلاب التمريض الجدد وتأثيرها على قيمهم المهنية. وقد أجريت هذه الدراسة على طلاب المعهد الفني للتمريض بالعجوزة التابع لوزارة الصحة. وتوصلت النتائج الى وجود فروق ذات دلالة إحصائية عالية في مجموع القيم المهنية وأبعادها بين قبل وبعد تطبيق الارشادات. كانت هناك ارتباطات إيجابية ذات دلالة إحصائية بين السلوك المتحضر لدى الطلاب والقيم المهنية قبل وبعد تطبيق الارشادات. غالبية لجنة التحكيم وافقوا على مصداقية ومحتوى الارشادات التوجيهية للسلوك المتحضر. دعمت نتيجة الدراسة الحالية فرضية البحث التي كانت تفترض أن تصميم وتنفيذ الارشادات التوجيهية ستحسن السلوكيات المتحضرة والقيم المهنية لطلاب التمريض الجدد.