

Classroom Management

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Objectives

- Identify successful strategies to maintain order in the CNA classroom
 - Define incivility
 - Describe specific behavior issues and identify methods to diffuse behavior
 - Apply strategies to create a positive classroom environment

What is Incivility?



- Incivility
 - Disregard and insolence for others, and causing an atmosphere of disrespect, conflict and stress (Emry & Holmes, 2005)
- Academic incivility
 - Rude, discourteous speech or behavior that disrupts the academic environment (Feldman, 2001)
- Academic incivility ranges from "arriving late/leaving early from class; carrying on side conversations, reading the newspaper, doing other coursework, sleeping; using a cell phone during lecture; speaking rudely or forcefully to other students or the instructor; arguing or dominating the class discussion" (Morrissette, 2001) to threats or actual acts of physical harm

Incivility in Nursing/Pre-Nursing & CNA Classroom Settings

- Luparell (2004) reports in a recent study of 21 nursing faculty
 - 33 encounters with individual students
 - 3 encounters with groups of students
 - ranged from mildly to severely aggressive behaviors
 - more and more students had an attitude of entitlement
- Lashley & DeMeneses (2001) surveyed 611 nursing programs with 409 respondents
 - almost one-quarter (101) reported objectionable physical contact between student and instructor

Incivility in Clinical Settings



- Lashley and DeMeneses (2001)
 - very high percentage of respondents described
 - student absences
 - tardiness
 - inattention
 - yelling or verbal abuse in the clinical setting at the instructor or peers
 - **“Showing such behaviors in health care settings could be seen as a disregard for professional behavior and may reflect on how students represent themselves to the recipients of services at a later time.”** (Lashley and DeMeneses, 2001)

WHY?

- Factors that may contribute to student incivility
 - societal ills: poverty, racism, substance abuse, inadequate parenting, and exposure to violence in the media
 - inadequate finances
 - poor social integration
 - student anger: perceptions of faculty unfairness or discrimination, unreasonable faculty expectations, overly critical teachers, reactions to unexpected changes, and unresolved family issues (Ehrmann, 2005)
 - institutional insensitivity to student needs
 - lack of learning and motivational strategies and self-management skills: poor study habits, test-taking anxiety, poor test-taking skills, poor reading comprehension, inadequate goal setting, and undeveloped time management skills (Lashley and de Meneses, 2001)

Why do we care?

- Incivility in the classroom can lead to incivility in the workplace
- "Incivility in health care is a serious concern - and nurse managers and leaders are obliged to ensure healthy work environments. When we allow people to be degraded and bullied, it is very expensive in terms of the toll it takes on people, patients, and the organization." (Kerfoot, 2007)
- Think about the impact of incivility on patient care!



Behavioral issues

- Defining the behavior
- Describe behavior objectively and precisely (not: "he irritates me")
- Can you observe the behavior when it begins and when it stops
 - can you count the number of occurrences each day and/or can you measure the duration of the behavior
- Can you observe what happens just before and just after it occurs
- Think about the student's motivation
 - Attention? Avoiding work? Not prepared?
- **Decide where YOU draw the line**

What else?

- Make sure your facility has the policies in place to deal with behavioral issues
- Make sure you have policies in place
- Keep your cool
 - Only embarrass yourself
 - Many students are young, use as teaching tool
 - Model respectful behavior
- Be friendly but don't be a PAL
 - Erosion of authority and respect
- Safety is a priority - classroom and clinical

Now Address the behavior

- Avoid becoming defensive or public confrontations
- Be subtle - visual or physical
- Redirect the interaction
- Address the behavior
- Address the individual student
- Behavior modification
- Have private conversations with challenging students
- No power struggles
- Ask the student to leave for the remainder of class
- Make sure you document each interaction carefully and inform supervisors
- Be consistent in your dealings with students
- Use Humor!



Referring students

- Sometimes it is above our capabilities to deal with the student
- **Make a referral if**
 - Behavior is beyond what you can do
 - Behavior is getting worse
 - If you can't be objective
 - If you can't figure out what to do next
- Most schools have student affairs office or counseling services (Ehrmann, 2005)

Setting up a positive environment



"The most interesting result that stems from all this research is that good classroom managers actually *prevent problems from occurring* through the way they plan for and pace their lessons and the means they use to nip misbehavior in the bud."

(Wolfgang, 2001)

Know your student . . .

- Millennials: Born 1982 – 2002
 - Generation X: Born 1965 – 1982
 - Baby Boomers: Born 1946 - 1964
 - Matures: Born 1900 – 1946
- Many people are born on the cusps of two generations, and many people do not fit their "generational type"

Characteristics of Millennials



- Millennials:
 - are fascinated by new technologies
 - 1 in 5 have at least one immigrant parent
 - gravitate toward group activities (Oblinger, 2003)
 - constant social contact with friends via e-mail, Instant Messaging, cell phones, and video games
 - digital natives (Prensky, 2001)
 - raised in a technological environment
 - accepts that environment as the norm
 - grown up surrounded by digital devices and regularly uses these devices to interact with other people and the outside world
 - often seek information and knowledge by going on-line rather than using a textbook

Maximizing Millennials Preferences

- Social Contact
 - Early in the semester, get students to each other
 - Set up opportunities for students to work collaboratively both in and of class
 - Set up a web page for your course and social networking tools related to the course material
- Active-Learning Classroom Atmosphere
 - Foster a sense of a learning community
 - Build rapport with students
 - Promote student to student connections
 - Facilitate student participation
 - Engage with/through technology where appropriate





One last thing . . . Older adult learner fears

- older adults also have unique fears in learning such as
 - they won't be able to "keep up" with the rest of the learners
 - the change that might have to come from the learning – we adults tend to resist change!
 - moving away from comfort level – most of us have a comfort level and it's difficult to contemplate being *uncomfortable!*
 - new concepts or ideas – even though adults are excited to learn, we have fear of the new
- They know that students learn differently**

Review of Learning Styles

- Visual Learners Characteristics
 - Process new information best when visually illustrated – they learn through *seeing*
 - use handouts and take notes
 - tend to like power point and overheads
- Auditory Learners Characteristics
 - Process new information when spoken – they learn through *listening*
 - lectures, group discussion
 - special speakers
 - reading text *outloud*
 - tape record classes*

Review of Learning Styles

- Kinesthetic Learners Characteristics
 - Process new information when it can be touched or manipulated – they learn through *doing*
 - hands-on learning opportunities
 - short breaks, move frequently
 - tend to like demonstration – return demonstration
- Reading/Writing Learners Characteristics
 - Process new information best when written – they learn through *writing and/or reading information*
 - written instructions
 - find opportunities for writing
 - may like to re-write notes

I know you've heard this before . . .

Type of presentation	Ability to recall after 3 hours	Ability to recall after 3 days
Verbal (one-way) lecture	25%	10-20%
Written (reading)	72%	10%
Visual and verbal (illustrated lecture)	80%	65%
Participatory (role plays, case studies)	90%	70%

(Northwest Regional Educational Laboratory, 2004)

Learning styles...

- o Learning styles *do* matter! So use different approaches
 - o Lecture, moderated discussion
 - o Student presentations
 - o In-class writing
 - o Discussions, problem solving in pairs or groups
 - o Demos, hands-on demos
 - o Be **CREATIVE!**



Now, set up clear expectations

- o Use your **syllabus** as a contract with the students
- o **Clear outcomes, goals and expectations**

Academic Dishonesty: The instructor anticipates that each student will pursue his/her studies with purpose and integrity. If students, or others around them, are not living up to a high standard of academic integrity, the worth of the education they are receiving, and the nursing degree they will receive, is compromised. Cheating and plagiarism are two of the most common examples of academic dishonesty. Cheating in this instance is intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise, using *oia* examinations and/or *printing* any current quiz or exam, depending on the aid of others, including other students or tutors, in connection with any quiz or exam, and/or providing aid to another student in connection with any quiz or exam. Cheating also includes collaborating on assignments not specified as a group assignment or project. Plagiarism includes the use of others work without citing or giving credit to the author.

Now, set up clear expectations

- Use your **syllabus** as a contract with the students
- Classroom values and NON-NEGOTIABLE rules**
 - Classroom values – “normal” often shared
 - mutual respect
 - Non-negotiable rules – clear and specific to THIS class – chosen in a non-democratic way by YOU
 - Don't interrupt me OR No inappropriate language

...classroom distraction revolves around technology ...
In recent years the saturation of cell phones, text messaging, and laptops has produced something called *the problem of divided attention* ... researchers found that after responding to email or text messages, it took people *more than 15 minutes* to re-focus ... Multiple research studies have shown that when people attempt to perform two complex tasks at once (i.e., attentive listening in class while checking text messages), the brain literally *cannot do it*. The brain has got to abandon one of the tasks in order effectively to accomplish the other. For this reason alone students should avoid the problem of divided attention when in class. There is another, equally important reason: we technology-users often lose our senses when it comes to norms of polite behavior, and the result is that perfectly lovely people become unbelievably rude!
For both these reasons, Cell phones will be OFF at all times! ...

Now, set up clear expectations

- Use your **syllabus** as a contract with the students
- Clear due dates**

Deadlines: All deadlines are strictly honored. Students are required to submit all assignments for course completion. Due dates of assignments are specified in the syllabus addendum and class schedule. Submitting assignments in a timely manner, or making arrangements in case of emergency, demonstrates the student's professional accountability and responsibility. Assignments submitted **late** will have a grade of zero (0) or as noted. The assignment must still be submitted in order to complete the course. The instructor(s) will honor deadlines for returning grades/papers/projects.

EXAMPLE:
Date Due: January 24, 2012, at the beginning of class, 5 points will be deducted per calendar day late including weekends

Points Available: 20

Now, set up clear expectations

- Use your **syllabus** as a contract with the students
- Hold each student responsible for their own learning**

Next stop . . . being Spoon Fed



- I used to love to be spoon fed information, I didn't know how to do it for myself, but I wanted my teachers to do it.
- Often teachers tried to "feed" more than I could learn at once, or sometimes they fed me in a different order than I wanted, and sometimes I got "food" all over my face, but not in my brain!

You can teach yourself better than anyone else! You know what you need first or last, how fast or slow and how to get it to your brain instead of your face! It is YOUR responsibility!

Now, set up clear expectations

- Use your syllabus as a contract with the students
- **Have them sign a statement of agreement**

I acknowledge that I have been given a copy of . . . Course Syllabus, dated Spring 2012. I understand the contents of the Course Syllabus as given to me. I have been given the opportunity to discuss and clarify any questions that I might have. If I have any further questions, I know that I have liberty to discuss them with my instructor.

As a student enrolled in this class, I affirm the principle of academic integrity and commit to upholding integrity by completing all academic assignments/evaluations in the manner expected, informing the instructor of instances of academic misconduct by my peers, and fully engaging in the class and its related assignments for the purpose of learning. I understand that I am expected to do my own work and neither give nor receive unauthorized assistance. I acknowledge that I agree to do all assignments individually (unless assigned specifically as a group project). I agree to take all quizzes and exams individually. I understand that any effort to collaborate constitutes Academic Dishonesty and is grounds for dismissal . . .

Start as you mean to go . . .

- The First Day/First Week are most important days to:
 - Set the classroom tone
 - The teacher always maintains the authority in charge of his/her students
 - Know how to get their attention
 - Don't shout!
 - Tell them you'll keep class over
 - Tell them you have a visual/auditory signal and define your expectations
 - Build a learning community that respects of individual differences and strengths
 - Class building activities
 - Model and practice routines and procedures
 - What your students see is generally what they will do

Know what's going on . . .

• Monitor Student Behavior

- Physical layout: ability to see all students
- Teacher movement: move around the room
- Group focus: keep students involved
- Withitness: communicate to students you are aware of what's happening
- Hold students accountable
- Provide specific feedback regarding behavior and expectations



Engage your students

- To be effective at any level, you must engage your students
- Create a physically appealing and intellectually stimulating environment
- Students don't respond to silly, but a little fun is okay. Teaching as theater? Maybe a bit.
- You wouldn't have gotten this far unless your discipline is your passion. Show it!
- Adapt instruction according to students needs
- Pair up bold/timid or knowledgeable/new
- Provide feedback



Management in the classroom . . . starts with respect . . .

Teachers show respect for students and learning.

- Knowledgeable about subject matter
- Prepared for class
- Enthusiasm for the learning process and academic inquiry
- Environment of collaborative learning, encouraging active participation
- Respect as individuals: student's learning style, background, and demands on time
- Set high performance standards and help students achieve them
- Clearly state standards for evaluating student work
- Return work in a timely fashion
- Honor office hours
- No language, humor, or examples that may be insensitive
- Praise in public & criticize in private

I give this as a handout to my CNA students!

and respect goes both ways . . .

Students show respect for teachers and learning.

- Prepared for each class, lab or clinical
- Be ON TIME (which means if you're "on time" you're late!)
- Approach each class with enthusiasm for the learning process and academic inquiry
- Willing to be active learner
- Value diversity in the classroom, refraining from using language that may be insulting or insensitive
- Commit the necessary time and effort required in each course
- Finish assignments on time
- Communicate with the teacher to prevent an issue from becoming an insurmountable problem
- Respect the learning environment by minimizing distractions - sleeping in class, reading the newspaper, cell phones ringing etc
- Provide candid evaluations and recommendations for teachers

And that handout has this on the other side!

what about respect in clinicals?

- Confidentiality
- Punctuality - be on time
 - (which means if you're "on time" you're *late!*)
- Proper attire
- Trustworthy behavior
- Caring behavior
- Submits all written assignments on time
- Accepts responsibility for own actions
- Able to seek assistance in nursing care when needed
- Identifies areas where additional knowledge is needed

Take home . . .

- "Teachers who are effective classroom managers establish rules and procedures and organize activities to help keep student productively engaged. These teacher activities prevent discipline problems. When problems occur, effective teachers deal with them quickly and fairly so they are stopped and do not interfere with other students" (Shrunk, 336).
- Know what constitutes incivility
- Address behavior issues promptly and fairly
- Set up your class so that expectations are clear from the start
- Questions?
 - Please feel free to email me!
 - janis.mcmillan@coconino.edu
- Thank you so much!

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