

# Clark Civility Index for Students and Classmates ©

**SOURCE:** Clark, C.M. (2017). *Creating and sustaining civility in nursing education*, 2<sup>nd</sup> ed, Indianapolis, IN: Sigma Theta Tau International Publishing.

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To complete the index, consider the 20 statements listed below. Read each statement carefully. Using a scale of 1-5; (5) always, (4) usually, (3) sometimes, (2) rarely, (1) never, select the response that most accurately represents the frequency of each behavior by asking yourself...

**Ask yourself, how often do I:**

(1) Never (2) Rarely (3) Sometimes (4) Usually (5) Always

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Role model civility, professionalism, and respectful discourse  | 1 | 2 | 3 | 4 | 5 |
| 2. Add value and meaning to the educational experience   | 1 | 2 | 3 | 4 | 5 |
| 3. Communicate respectfully (e-mail, online, digital, text, telephone, f2f, and really listen)                         | 1 | 2 | 3 | 4 | 5 |
| 4. Avoid gossip and spreading rumors   | 1 | 2 | 3 | 4 | 5 |
| 5. Avoid making sarcastic remarks or gestures (staged yawning, eye-rolling)  | 1 | 2 | 3 | 4 | 5 |
| 6. Pay attention and participate in class discussion and activities  | 1 | 2 | 3 | 4 | 5 |
| 7. Use respectful language (avoid racial, ethnic, sexual, gender, weight, religiously biased terms)                    | 1 | 2 | 3 | 4 | 5 |
| 8. Avoid distracting others (misusing media, devices, side conversations) during class                                 | 1 | 2 | 3 | 4 | 5 |
| 9. Avoid taking credit for someone else's work or contributions  | 1 | 2 | 3 | 4 | 5 |
| 10. Co-create and abide by classroom and clinical norms  | 1 | 2 | 3 | 4 | 5 |
| 11. Address disruptive student behaviors and promote a safe, civil learning environment                                | 1 | 2 | 3 | 4 | 5 |
| 12. Take personal responsibility and accountability for my actions   | 1 | 2 | 3 | 4 | 5 |
| 13. Speak directly to the person with whom I have an issue   | 1 | 2 | 3 | 4 | 5 |
| 14. Complete assignments on time and do my share of the work   | 1 | 2 | 3 | 4 | 5 |
| 15. Arrive to class on time and stay for the duration  | 1 | 2 | 3 | 4 | 5 |
| 16. Avoid making unreasonable or excessive demands (make-up exams, extensions, grade changes, or other special favors) | 1 | 2 | 3 | 4 | 5 |
| 17. Uphold the vision, mission, and values of my institution   | 1 | 2 | 3 | 4 | 5 |
| 18. Listen to and seek constructive feedback from others   | 1 | 2 | 3 | 4 | 5 |
| 19. Demonstrate openness to other points of view/perspectives  | 1 | 2 | 3 | 4 | 5 |
| 20. Apologize and mean it when the situation calls for it  | 1 | 2 | 3 | 4 | 5 |

**Scoring the Civility Index:** Add up the number of 1-5 responses to determine your 'civility' score

90-100—Very civil

80-89—Civil

70-79—Moderately civil

60-69—Mildly civil

50-59—Uncivil

Less than 50—Very uncivil

**Identify one area of personal strength and how you plan to continue developing this area of strength.**

**Identify one area for personal growth, how you plan to achieve it, within which timeframe?**

Now ask yourself, how often do my classmates... (1) Never (2) Rarely (3) Sometimes (4) Usually (5) Always

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
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| 2. Add value and meaning to the educational experience   | 1 | 2 | 3 | 4 | 5 |
| 3. Communicate respectfully (e-mail, online, digital, text, telephone, f2f) and really listen                          | 1 | 2 | 3 | 4 | 5 |
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| 20. Apologize and mean it when the situation calls for it  | 1 | 2 | 3 | 4 | 5 |

Total \_\_\_\_\_

Identify one area of personal strength for your classmates; provide one or two suggestions to continue developing this strength.

Identify one area of personal growth for your classmates to consider; provide one or two suggestions on how to achieve this area of personal growth.