

**Research Article**

**Incivility behaviors in nursing education: A concept analysis**

**Tayebeh Hasan Tehrani<sup>1</sup>, Farahnaz\_Mohammadi\_Shahboulaghi<sup>2</sup>,**

**Masoud Fallahi-Khoshknab<sup>3</sup>, Hamidreza Khankeh<sup>4</sup>,**

**and Khodayar Oshvandi<sup>5</sup>**

<sup>1</sup>Mother and Child Care Research Center,

Hamadan University of Medical Sciences, Hamadan, Iran.

<sup>2</sup>Associate Professor of Iranian Research Center on Aging ,

Nursing Department, University of Social Welfare and Rehabilitation Sciences,

Tehran, Iran. (Corresponding author) Email: [f.mohammadi@uswr.ac.ir](mailto:f.mohammadi@uswr.ac.ir)

<sup>3</sup>Professor, Department of Nursing,

University of Social Welfare and Rehabilitation Sciences, Tehran, Iran.

<sup>4</sup>Professor, Health in Emergency and Disaster Research Center,

University of Social Welfare, Tehran, Iran.

<sup>5</sup>Associate Professor, Chronic Disease (Home care) Research center, school of Nursing and Midwifery,

Hamadan University of Medical Sciences, Hamadan, Iran.

**ABSTRACT**

**Introduction:** Incivility behaviors are one of the concepts that exist in nursing education, and it is frequently referred to in articles. However, in defining the characteristics of this concept there is ambiguity and disagreement. The analysis of the concept of incivility behaviors will help researchers achieve an identical, clear and understandable definition and its application in nursing education. The purpose of this study was to analyze the concept of incivility behaviors and increase the stability of its application in related articles.

**Methods:** In this study, Walker and Avant's (2011) eight-step model was used to analyze the concept. First, by reviewing the vast resources by 2015, the articles related to the above concept were studied and based on the results obtained, the definition, application, features, backgrounds, implications, and empirical references of the concept were extracted.

**Findings:** According to the analysis, the main characteristics of the concept of incivility behaviors in nursing education, including disregard and consideration of them and the rank of the parties, non-listening and finding common ground between the parties, non-commitment in discussions and discussions, and lack of appreciation in communication. Incivility behaviors in nursing education will have consequences such as stress and anxiety in faculty and students, disturbance in the process of education and learning, challenge in the credibility and knowledge of professors, compromising patient safety and dimming the nursing community.

**Conclusion:** Considering that incivility behaviors in nursing education in our country are relatively obscure, the present concept analysis can, by clarifying the concept, pave the way for more extensive research activities and the development of research tools in to identify barriers and necessary implementing arrangements.

**Keywords:** concept analysis, incivility behaviors, nursing education, Walker and Avant

**INTRODUCTION:**

Creating a culturally-based culture based on people's respect and dignity is very important in nursing education (1). However, despite the importance of this issue, studies in nursing education suggest that there are various types of incivility behaviors between faculty members

and students (2). Braxton & Bayer argued that incivility behaviors in nursing education are increasing and these behaviors can affect the educational process (3). Studies on non-mental behaviors in nursing education came back to 1985 when Hillpert examined the prevalence of

immoral behavior of nursing students in the baccalaureate; his findings in the classroom included co-completion in completing homework assignments A copy of a reference without reference to it and unethical behaviors in the clinical environment, including misuse of the hospital's facilities for use by individuals, incorrect drug registration and prescriptions, and disclosure of confidential information(4). Since the early 2000s, scholars have published more studies on polite and polite behaviors (5-7). The results of these studies indicate that incivility behaviors in nursing education are a serious threat to faculty members' job satisfaction (6-9). From the viewpoint of faculty members and nursing students, incivility behaviors have been mentioned as an important problem in classrooms (10). Examples of incivility behaviors of students that are mentioned in studies include inappropriate use of mobile phones, late classroom attendance, inappropriate email transmission and loud speaking (11-15). And the result of these actions is the violation of the rules and the violation of the rights of others and disrespect for others in the educational environment (16, 17). Students may also attend masters of incivility behaviors, such as unfair behaviors, degrading statements, and impudence and lateness in the classroom (10-13). The cause and purpose of these behaviors are unclear in the two groups (18).

Some of these behaviors are unintentional and there is no purpose to harm others, but some of these behaviors may be deliberate and because of the hatred of the other party with the purpose of mental harm. Also, these behaviors may be committed only by the personality inherent in those behaviors (17, 19). Other causes include social acceptability of these behaviors and increased pressure in hierarchical environments; these behaviors include direct communication in indirect communication such as email, audio, and written communications (16).

Clarke stated in his study that non-violent behavior of students may remain a persistent problem, and it would be better for teachers to pay more attention to behaviors (5). On the other hand, the violence and impolite behaviors of professors have been emphasized as a central

concept in the discussion of the problem (20). There are currently no golden standards for managing these behaviors (21). Identifying and directing non-student behaviors by faculty members may reduce the impact of non-student behaviors (7).

Few studies have been conducted on evidence-based approaches to address incivility behaviors, and some ways to reduce it can be to increase opportunities for teachers to improve their careers and increase their support (22). Morrissette (2001) stated that professors should use effective communication, limitations, and promote a polite environment and decency in the management of incivility behaviors (23). Researchers have repeatedly advised to promote polite behaviors in the classroom they have suggested a way to address incivility behaviors (9). Gallo (2012) conducted a review of incivility behaviors in nursing education and identified 7 studies with this title. She briefly described that the meaning of incivility behaviors refers to disrespectful behaviors, speeches, or bite's attitudes The science of bullying, violence, or potentially violent behaviors, as well as the behaviors reported by students as incivility behaviors, include classroom abnormalities, such as talking, using the phone for conversation Or texting and playing and challenging the master. Professors also reported latency in the hasty arrival of leaving the classroom as an unwary behavior (21).

Another issue that complicates the situation is diversity in the definition of the concept. Each of the definitions expresses only one aspect of incivility behaviors that are contradictory in the texts. In addition, the term nonviolent behavior has been reported by terms such as bullying and horrendous violence, which can also be a challenge for researchers (24). Therefore, the elimination of this contradiction requires a large study in various studies on the subject of incivility behaviors. The present article aims to analyze this concept using the Walker and Evan method in order to clarify, reduce ambiguity and increase the stability in the application of the concept in Related articles were done.

**METHODS:**

The concept analysis is a strong and formal process through which an abstract concept is discovered, clarified, constructed, and defined. By analyzing the concept of a concept, it is differentiated from its similar and different concepts, thus providing a path for the development of theory and communication (25-29). Walker & Avant state that analysis of concept is an official language practice that accurately analyzes the structure and function of a concept and, by defining its features and characteristics, produces an operational concept (26). The analysis of the concept has several approaches that differ in terms of the method and purpose. Various approaches to the development of the concept, including Rogers (2000) Walker & Avant (2005), Morse (1995), Meliss (2010) And Barcot and Kim (2000,). Among Walker and Evan's methods, the method is more conventional than the other methods, and the method is more systematic and brighter. The Walker & Evan concept analysis method has 8 stages, which is a modified Wilson 11-step form, and is easier to use for beginners. Its stages include choosing the concept, determining the purpose or objectives of the analysis, identifying all the applications of the analyzed concept, defining the characteristics of the concept, constructing the model instances identifying the backgrounds and consequences And the definition of empirical implications (26). Although steps are described step-by-step, this method is a repetitive and rotational process that leads to more accurate analysis. At the beginning of this study, an extensive overview of "incivility behaviors in nursing education" in the Scopus, Medline, ProQuest, Web of Science, Science direct, IRANDOC, and SID databases was initially sought to find overview articles, genuine reports, and case studies in The title, abstract, or article key was referred to incivility behaviors. In the review, only articles in English and Persian, regardless of the time limit until 2015, were included. In addition, searches in the dictionary and manual search were done in the referenced articles and Google search engines. Finally, in search of articles, 114 articles and theses were found that after reading the title,

abstract and keywords, if appropriate, studied and studied. In this study, Walker and Evan method was used to explain each step in detail.

**1- Choosing the concept:**

This stage is often the most difficult stage of conceptual analysis. Better is the concept chosen to have a close relationship with the work of individuals and has engaged their minds. Also, this concept is not part of the basic concepts or very broad (26). The reason for choosing the concept of non-mental behaviors was new and widely used in nursing education articles and the existence of different definitions in this regard.

**2. Conceptual Analysis Objectives:**

To determine the objectives of the concept analysis, we must answer this question, why do I want to do this analysis? The objectives of concept analysis can include clarifying the above concept, developing an operational concept, developing a research tool, or adding to a theory (26). In fact, analyzing the concept, in addition to clarifying obscure and confusing concepts, is able to make transparent concepts clear and distinguish a concept from similar and different concepts and provide a basis for the development of the concept (27). The purpose of the analysis of the above concept is to clarify the concept of incivility behaviors in nursing education and stability in the application of the concept and to provide an operational definition of the concept.

**Table 1:** The Eight Steps of Concept Analysis (adapted from Walker & Avant, 2011)

| <b>Walker and Avant method of concept analysis</b> |
|--|
| 1. Select a concept                                |
| 2. Determine the aims or purpose of analysis       |
| 3. Identify all uses of the concept                |
| 4. Determine the defining attributes               |
| 5. Construct model case                            |
| 6. Construct additional cases                      |
| 7. Identify antecedents and consequences           |
| 8. Define empirical referents                      |

**FINDINGS:****3- Applications of the concept of incivility behavior in nursing education:**

Walker & Avant state that all aspects of the concept must be taken into account.

Different definitions of hair behavior are given. The use of the term non-violent behavior occurred for the first time in 1584 and,

according to Webster's dictionary, means insidious behavior (30). Incivility behaviors in nursing education were first introduced by Hellbert in 1985 (4). And since the early 2000s, many studies have been published on this title in the field of nursing and since then, various definitions have been presented in various articles. Tiberius & Flak (1999) referred to incivility behaviors as talking or acting rude or lacking in literacy (31). Morrisette (2001) developed this definition and said that a deliberate behavior is intended to rupture or interfere with the learning and learning process. In the field of nursing education (23). Osinski (2003) distinguished between disciplinary and scientific discipline (32). Kolenko and colleagues (2006) presented different definitions depending on the behavior. They behaved non-politely in the behavior of the title, such as the use of a telephone, a pager, a delay in the classroom as well as direct violence to harm or disable Teachers have defined that they interfere with the learning process(33). In a study of students' viewpoints, their non-violent behavior was that of masters, shouting, staring at students, and leaving classes(32). Clark describes incivility behaviors as a dynamic and two-way process, which both parties are responsible for it(34). Boys et al. found that professors play an essential role in student experiences of bullying and inappropriate behavior and violence in nursing education(11). Clark also states that incivility behaviors in texts tend to be disruptive and rude behaviors that may lead to aggression or violent behavior (9). Robertson 2012 brings together several definitions of incivility behaviors and the best definition that can be used for behaviors that denote disrespect and verbal forms, gestures, behaviors, and disrespectful intentions that Due to the incitement of behaviors, it causes a temporary or permanent impairment in the learning process(7). We conclude from the integration of the definitions that incivility behaviors in nursing education include a two-way process in which both the teacher and the student, regardless of respect and respect for the opposite sides and the common points and non-commitment in

dialogue and appreciation of communication, behaviors indicating Subjected to verbal and non-verbal disrespect, and these behaviors have many consequences, including disruption of learning and learning.

#### **4. Determine the defining attributes:**

Defining the characteristics of a concept is the heart of the analysis. The purpose of this phase is to show the personality that appears repeatedly with the concept (26). These characteristics play a key role in differentiating the concept of analysis with different concepts (27). The definition of the concepts and uses of the concept of incivility behaviors in nursing education showed that the features of the concept referred to in the articles include the following:

Usually the reaction of the opposite party (the teacher or the student) is also an unpardonable act that causes the teacher or student to play a role in the continuation of anxiety and subsequently create a defective cycle (7).

The characteristics of incivility behaviors include disrespectful behaviors to others, the inability or unwillingness to listen to the points of view of others, the inability to seek common ground with the other party, and the inerrancy of communication and social discourse. It also includes scientific intolerance, bullying and violent or violent behavior (33).

Andersson & Pearson (1999) state that the characteristics of incivility behaviors include the humiliating behavior of individuals without regard for others and the violation of the rules for respecting social integrity. Also, the consideration of respect for others in the event of disagreement, Or disagreement, is also one of the features mentioned in the article (16).

The features mentioned in most articles include Lack of respect and consideration of their position and the rank of the parties, No listening and finding common ground between the parties and Non-commitment in discussions and disapproval of communication.

#### **5. Construct model case**

**Model Case: One** case model is an example of using the concept that has all of its identifying features (26).

Maryam is the third semester of undergraduate nursing. She enters her master's room without introducing her. She is very angry and wants an immediate appointment with her teacher. When he enters the room, he stares at the master and begins to speak loudly. He is anxious and distressed about the score of the internal surgical course he is taking. He puts his leash on the master's table and protested against his score. Mariam's mother is very uncomfortable and starts shouting. She tells me to go out of my room right away. Both Maryam and her teacher are upset and they cannot listen to each other for being angry and have a peaceful conversation about the issue.

In this case, all the features related to incivility behaviors are seen. They do not listen to each other, they do not respect each other, both forget their rank and they are not accountable for their conversations.

#### **6. Construct additional cases:**

It is difficult to distinguish features that are completely specific to the concept of analysis and, in some cases, to the same, for the same reason; in order to judge the specific characteristics of the models that are not exactly and exactly the same concept, or the opposite is to be introduced. These models include related models, boundaries, and oppositions (27).

**Boundary model:** Contains the most and not all the features of the concept. This model contrasts with the concept in some cases (26).

**Related Model:** These models are similar to the concept under study. In some ways, they are connected in the main sense and relevant concepts are important in understanding how the concept of studying is adapted to the network of its own concepts (26).

**Opposite model:** According to Walker & Avant, opposing models are clear examples of what is not what the concept is, and in other words, an example is the opposite of the model (26). These models do not include any of the main features of the concept.

An example of the opposite model: Joy is a bachelor's student in the second semester. He is upset from the score of the lesson of the physiognomy that he has taken. Because he has been discouraged from this lesson, and he has to

re-enter this unit in the next semester. Happiness thinks with herself again that she can pass this unit and go to her teacher and open the problem with her because she knows that she is listening to her and they both talk with each other with respect and point of view. They are both open minded and have the opportunity to discuss effectively and share important information. Joy and his teacher discuss each other and respect the point of view and his problem is solved. In this model, the environment was provided for an effective discussion. His teacher and teacher respected each other and listened to what they said, and they paid attention to a polite and respectful social debate, and they both exchanged sensitive information.

#### **7. Identify antecedents and consequences**

Events and events that must be revealed before the emergence of the concept (29) It is divided into two groups of professors and nursing students.

##### **• Student Factors:**

The feeling of anxiety in nursing students has led them to a cycle that causes frustration for students who are struggling with academic, academic stresses and financial stress. Moving toward this disappointment, signals appear to be appearing. A series of incivility behaviors is anger and incivility behaviors (21).

Also, factors such as social pressures, half-time or full-time work, family pressure, levels of anxiety, and the rate of growth in the moral dimension can be noted. High levels of stress and anxiety amongst students are the main issues of nursing education (7).

##### **• Factors associated with professors:**

Educational instructors have an important role in enhancing incivility behaviors in the educational environment. Classroom attendance, lack of readiness in the classroom, and student neglect encourages mutual interpersonal behavior. Furthermore the teacher's way of speaking can create a sense of injustice and create passionate behaviors (21).

What is happening is what happens to the concept event and helps to discover the ideas that may be neglected or neglected. The outcomes are similar to those of the professors and students.

The incivility behaviors of teachers are important for several reasons, because they increase stress in students. Students are critical of their teachers' criticisms and may have reactions such as distrust, physical and emotional withdrawal, or anger in the face of their polite behaviors (35). According to Thomas (2003), students who have these behaviors are not ready to perform their duties when they enter clinical work as nurses, which does not have the proper interactions with colleagues and their patients, and in this case, the professors More than being a mentor and mentor, they spend more time studying students and students spend their time gaining independence instead of learning something in arts and nursing knowledge (37). These behaviors are destructive to the learning environment and their outcomes are as physical and psychological injuries in students and professors (9). Incivility behaviors can disrupt students' learning and clinical practice (23). Has a negative effect on students' learning and performance. The safety of the patient is compromised (35). Clarke and Springer (2007) stated that students' incivility behaviors are interrupted by the process of education (10).

Other consequences of these behaviors include Challenges in the knowledge and credibility of professors, a small percentage of poor student behaviors is causing the faculty to be overwhelmed (7). Erosion of nursing clinical practice standards, dimming nursing society image and negative impact on the quality of health services delivery(33).Dysfunction of teachers and job vacancies(36).Violence and death for professors and other students, Intervention with a teacher's ability to communicate with students in the classroom (learning disruptions and disruptions, dropping out of posts, isolating and leaving professors and Reduced student graduation and consequently reduced nursing workforce(10).

#### **8. Define empirical referents:**

The last step in analyzing the concept of determining the empirical reference for the main features of the concept. Near the end of the analysis of the concept of the question arises, how should we do this if we want to measure

this concept in the real world? Empirical references are not tools for measuring the concept, but they are used to identify or measure defined properties and properties. In other words, they are used directly to define the concept of the features, not the concept itself (26).

The most part of the study was to investigate the incivility behaviors in nursing education of a qualitative type and to study the experiences of nursing students in these settings in the university. In the field of study of incivility behaviors in the clinical nursing environment, there are fewer studies and there are no county-level tools. Among the studies conducted in the field of nursing maltreatment, Clarke and colleagues are among the researchers who have several studies in this field who have studied these behaviors in a nursing academic environment. Among them, they used 2009 A comprehensive study was carried out to explain and test the incivility behaviors in nursing education This tool can easily be used to examine the perception of non-mental behaviors and to repeat these behaviors in nursing students and faculty members. This tool also offers suggestions on prevention and intervention. And primary tests support continuing use of it in nursing education and research (35).

#### **DISCUSSION:**

Incivility behaviors in nursing education are a serious problem that affects learning, learning and creative thinking. It also addresses the increasing stress and anxiety of students and faculty members and challenges the learning and learning environment. . Using the systematic method of analyzing Walker and Evan's concept helped us to clarify the concept with more precise descriptions. According to the analysis of the concept of non-mental behavior, the main features of the concept include the lack of respect and consideration of both sides, the lack of listening and finding common ground between the parties, non-commitment to discussions and dialogue, and lack of appreciation in communications. By knowing more precisely the implications and implications of this concept, we can focus on more precise

teaching on the prevention and management of these behaviors in nursing education, and the environment with respect and courage in which the professors and students are ultimately trying to establish themselves. Create a respectful relationship with ethical principles (37).

### CONCLUSION:

Considering the prevalence of these behaviors in Iran's nursing system and quantitative research in this area, the analysis of this concept can be a new step in initiating this kind of research into managing and preventing behaviors. The concept analysis will also help researchers build valid instruments in this field, and nursing schools should have strategies to prevent Incivility behaviors before they are embedded in the environment.

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