Clark and Kenaley (2011) merged two conceptual models, one of fostering civility and another of empowerment, to illustrate how both frameworks can be combined to foster a culture of civility in nursing education. The model illustrates how the domains of motivation, psychic comfort, problem-solving, and self-direction lead to student empowerment, especially when students and faculty are actively engaged in a constructive reciprocal process to create a safe, civil academic environment. In contrast, when students lack motivation, psychic comfort, problem-solving capacity, and self-direction, they are more likely to disengage, feel insufficiently challenged, and behave in disruptive ways. Thus, it is important to foster student-centered classrooms and encourage positive student teacher relationships to increase student learning and to create civil learning environments.

For more details see Clark, C. M., & Davis-Kenaley, B. L. (2011). Faculty empowerment of students to foster civility in nursing education: A merging of two conceptual models. *Nursing Outlook, 59*(3), 158-165.