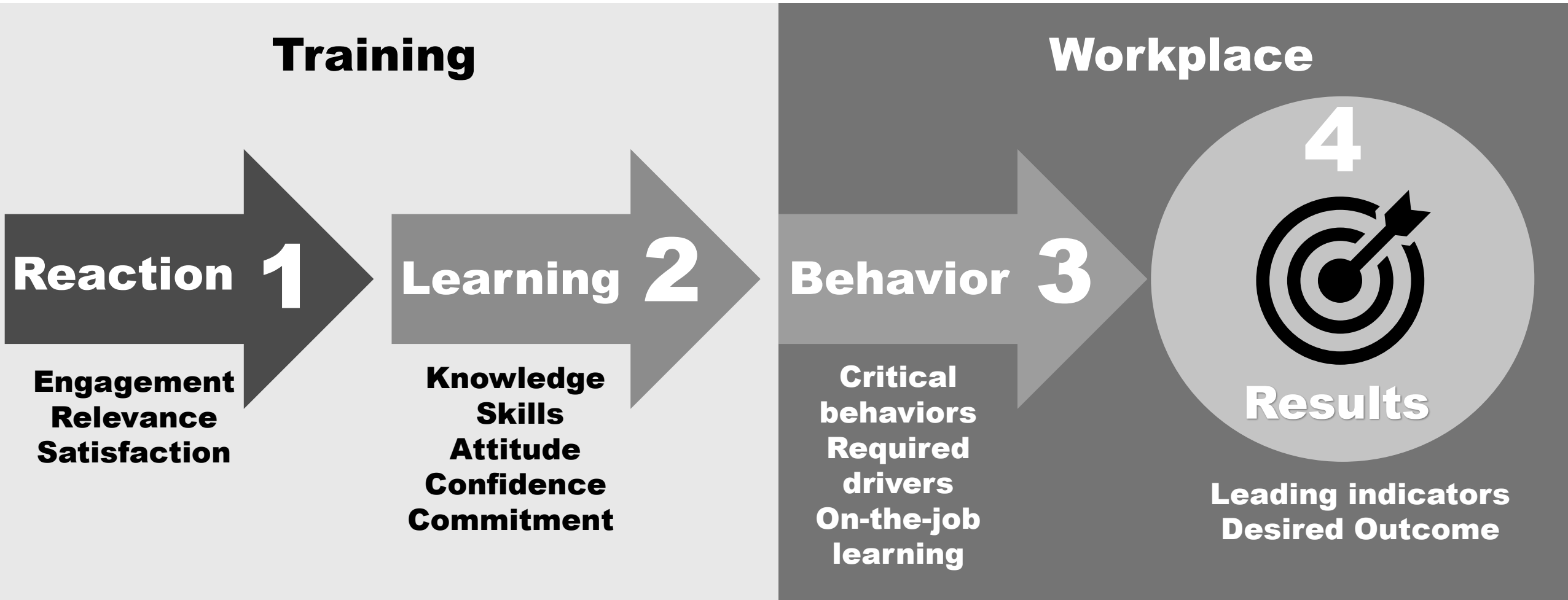


## Supplemental Digital Appendix 1

# New World Kirkpatrick Model



Adapted from Kirkpatrick JD, Kirkpatrick WK. Kirkpatrick's Four Levels of Training Evaluation. Alexandria, VA: Association for Talent Development; 2016.

## Supplemental Digital Appendix 2

### Civility Champions Pre- and Post-Training Survey Questions

#### Civility Champions Pre- and Post-Training Surveys

All questions were asked both before and after the training session, unless otherwise noted.

##### Open-ended Questions:

1. What is working well to support civility in your program/department?\*
2. What could be working better to support civility in your program/department?\*
3. What knowledge and/or skills do you hope to improve by participating in this training?\*

##### Open-ended Scenario:

Imagine the following scenario: You are working in the common workroom with a peer who wears a hijab, a head covering that ascribes to her faith as a Muslim. As you are both working, you overhear colleagues outside making jokes about people who adhere to the Muslim faith. What do you do?

##### Likert Scale (1=Strongly Disagree, 5= Strongly Agree)

Questions about **confidence** refer to your belief that you have the knowledge or skill being asked about.

Questions about **likelihood** to use the knowledge or skill being asked about to refer to whether you feel that you would actually use that knowledge or skill to intervene in a given situation.

1. It is very important to validate others' experiences of harm by incidents of incivility and/or microaggressions in my workplace.
2. I feel **confident** in my ability to establish trust and rapport with someone harmed by acts of incivility and/or microaggressions in my workplace.
3. I am **likely** to engage in efforts to establish trust and rapport with someone harmed by acts of incivility and/or microaggressions in my workplace.
4. I feel **confident** in my ability to propose options or resources available at Duke to someone harmed by incivility and/or microaggressions in my workplace.
5. I am **likely** to propose options or resources available at Duke to someone harmed by incivility and/or microaggressions in my workplace.
6. I am **confident** in my ability to effectively intervene during acts of incivility and/or microaggressions in my workplace.
7. I am **likely** to intervene during acts of incivility and/or microaggressions in my workplace.

## Civility Champions Pre- and Post-Training Surveys (continued)

The following are examples of restorative/affective questioning. Please reference these questions as you respond to the rest of the survey.

For times when you **caused** harm:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

For times when you **experienced** a harm:

- What happened?
  - What did you think you realized what had happened?
  - What impact has the incident had on you and others?
  - What has been the hardest thing for you?
  - What do you think needs to happen to make things right?
8. **Prior** to the Civility Champions training I was **confident** in my ability to interview a person involved in an act of incivility and/or microaggressions using restorative or affective questions. ^
  9. **Prior** to the Civility Champions training I was **likely** to interview a person involved in an act of incivility and/or microaggressions using restorative or affective questions. ^
  10. **After** the Civility Champions training, I am **confident** in my ability to interview a person involved in an act of incivility and/or microaggressions using restorative or affective questions. ^
  11. **After** the Civility Champions training, I am **likely** to interview a person involved in an act of incivility and/or microaggressions using restorative or affective questions. ^

### Likert Scale (1=Strongly Disagree, 5=Strongly Agree)

1. Overall, I liked the Civility Champions training. ^
2. The trainer was knowledgeable about the subject. ^
3. I was aware of the learning objectives. ^
4. I was satisfied with the training content and materials. ^
5. The learning activities engaged and involved me in the learning process. ^
6. I would recommend this training to colleagues. ^

### Open Ended Questions

1. What was the most important part of this training? ^
2. What element of this training do you think you will be able to implement immediately? ^
3. What element of this training do you think will be the most difficult to implement in the next 3-6 months? ^
4. What element of this training do you think will be the most difficult to implement in the long term? ^

\* Pre-training survey only.

^ Post-training survey only.

## **Civility Champions 6-Month Post-Training Survey**

You attended Civility Champions training in May of 2023. Please answer the following questions in regard to that training and subsequent efforts on the part of Civility Champions in your program/department.

1. Have you had an opportunity to implement any of the skills that you learned during the Civility Champions training?
  - a. If yes, please give an example/s here:
  - b. If no, can you identify any barriers to using the skills learned during the Civility Champion training?
2. What do you find to be the most valuable aspect of the Civility Champion training you attended?
3. What could make the Civility Champions training more effective and useful to you?
4. Has your department had Civility Champions debriefs?
  - a. If yes, have you found them useful? How so?
5. If funding becomes available to continue this program in the future, would you recommend to your colleagues to participate in the next Civility Champions cohort? Why nor why not?

## **Supplemental Digital Appendix 3**

### **Qualitative Methods**

#### **Epistemological stance**

When creating this mixed methods study we chose to adopt a pragmatist epistemological stance, which best reflected our emphasis on practicality, contextual relevance, and our belief that the nature of knowledge is dynamic. The pragmatist stance recognizes that truth, and ultimately understanding, can emerge from the interplay of mixed methods.<sup>1</sup>

The pragmatist epistemological stance values the interaction between inductive and deductive data analysis, such as can be used when employing framework analysis.<sup>2</sup> By using this approach we were able to utilize the inherent flexibility of framework analysis to explore themes and patterns in the data as they emerged, while then using existing the New World Kirkpatrick Model<sup>3</sup> (NWKM) to organize and synthesize the themes, facilitating a deeper understanding and providing actionable insights.

By combining the surveys with open-ended responses and observations, we aim to create a holistic understanding of the effectiveness of the CCs training in meeting its goals of creating an inclusive, safe, healthy, and supportive clinical learning environment.

#### **Process**

We collected qualitative data in the form of open-ended responses from the pre- and post-training surveys as well as the 6-month post-training survey. Additionally, authors SS and SB simultaneously collected observational data at all training sessions, while authors JG and BBS collected observational data by keeping contemporaneous notes during CC Leads meetings and departmental quarterly debriefs. After collection, the researchers uploaded and analyzed qualitative data within NVivo 14 (Lumivero, 2023) using framework analysis method to identify, analyze, and interpret themes within the data before applying the NWKM.

We (SS and SB) began by familiarizing ourselves with the data by thoroughly reading through all the data to get a comprehensive understanding of the content. We then independently performed initial inductive coding of the data without any predefined categories. Afterwards, we engaged in a discussion and review of the codes, condensing and organizing them into manifest themes in the process. We then took the manifest themes and mapped them onto the four levels of the NWKM. This involved reviewing each inductively generated theme and determining which level of the model it best aligned with. Once this step was completed, we independently recoded the data using the NWKM themes. In an additional effort to ensure reliability and validity of the analysis, we created a codebook from the themes mapped to the NWKM and two additional authors (JG and AK) then coded the original data deductively using the codebook, coming to consensus with the original reviewers. Once the final coding was complete, we were able to

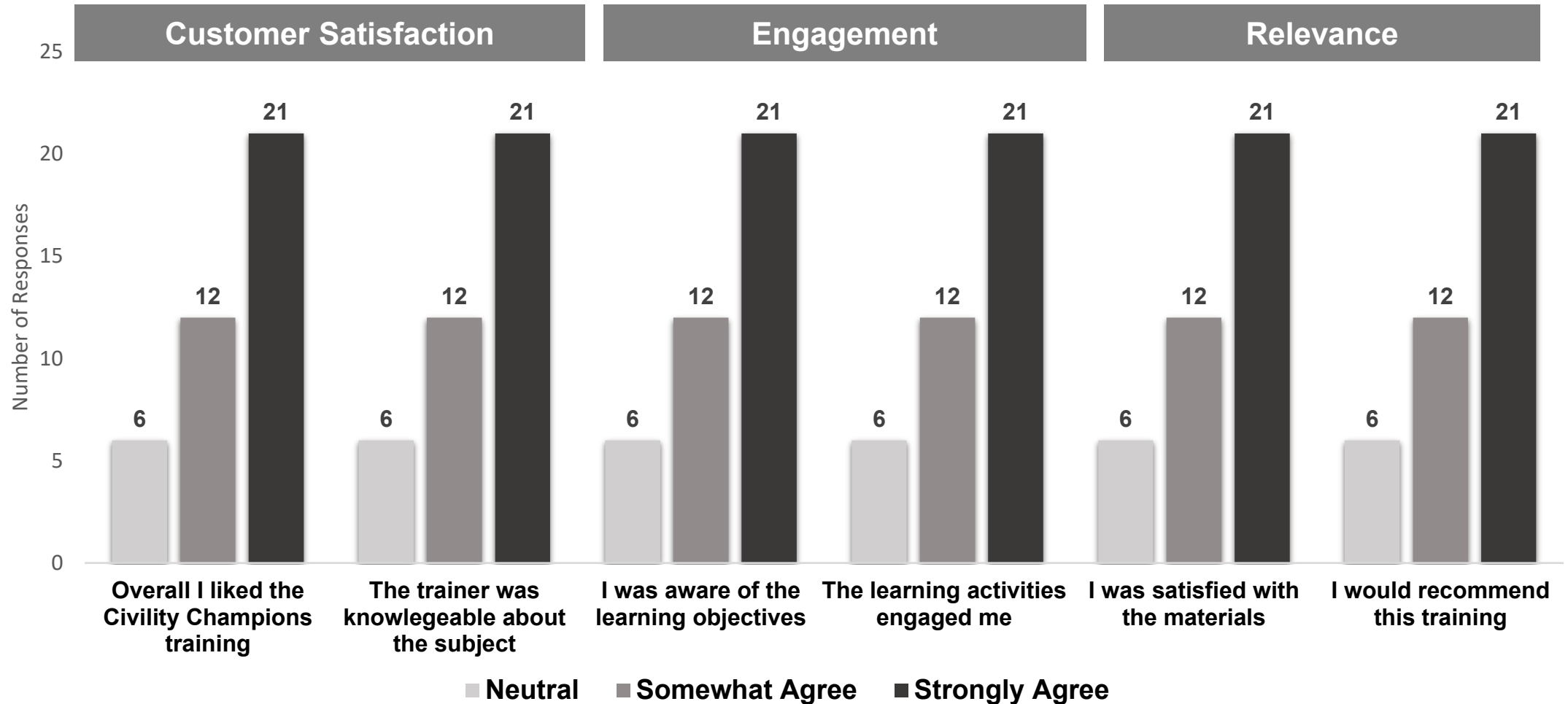
analyze the data to identify patterns and insights within each level of the model, allowing us to look for trends and draw conclusions about the effectiveness of the CCs training at each level.

## References

1. Creswell JW, Plano Clark VL. *Designing and Conducting Mixed Methods Research*. Thousand Oaks, California: SAGE; 2018.
2. Gale NK, Heath G, Cameron E, Rashid S, Redwood S. Using the framework method for the analysis of qualitative data in multi-disciplinary health research. *BMC Med Res Methodol*. 2013;13(1):117.
3. Kirkpatrick JD, Kirkpatrick WK. *Kirkpatrick's Four Levels of Training Evaluation*. Association for Talent Development; 2016.

# Supplemental Digital Appendix 4

## Level 1 Graph



Responses (N=39) to post-training survey measures based on NWKM<sup>1</sup> Level 1 created to gauge participant reaction to the Civility Champions training with questions grouped by NWKM subcategories Customer Satisfaction, Engagement, and Relevance\*.

\*Concordance in responses across all questions occurred randomly and was not the effect of indiscriminate answer response.

<sup>1</sup> Kirkpatrick JD, Kirkpatrick WK. Kirkpatrick's Four Levels of Training Evaluation. Alexandria, VA: Association for Talent Development; 2016.

## Supplemental Digital Appendix 5 Change Statistics

### Change in participants' confidence from pre- to post-training.

	Total (N=39)	P-value
<b>Change in attitude - It is very important to validate others' experiences of harm by incidents of incivility and/or microaggressions in my workplace.</b>		
Mean (SD)	0.2 (± 0.4)	0.002
Median [Q1, Q3]	0 [0, 0]	
[Min, Max]	[0, 1]	
<b>Change in confidence - I feel confident in my ability to establish trust and rapport with someone harmed by acts of incivility and/or microaggressions in my workplace.</b>		
Mean (SD)	0.5 (± 0.9)	<0.001
Median [Q1, Q3]	1 [0, 1]	
[Min, Max]	[-2, 2]	
<b>Change in commitment - I am likely to engage in efforts to establish trust and rapport with someone harmed by acts of incivility and/or microaggressions in my workplace.</b>		
Mean (SD)	0.5 (± 0.8)	<0.001
Median [Q1, Q3]	0 [0, 1]	
[Min, Max]	[-1, 2]	
<b>Change in confidence - I feel confident in my ability to propose options or resources available at Duke to someone harmed by incivility and/or microaggressions in my workplace.</b>		
Mean (SD)	1.1 (± 0.8)	<0.001
Median [Q1, Q3]	1 [1, 2]	
[Min, Max]	[0, 3]	
<b>Change in commitment - I am likely to propose options or resources available at Duke to someone harmed by incivility and/or microaggressions in my workplace.</b>		
Mean (SD)	0.8 (± 0.9)	<0.001
Median [Q1, Q3]	1 [0, 1]	
[Min, Max]	[-1, 3]	
<b>Change in confidence - I am confident in my ability to effectively intervene during acts of incivility and/or microaggressions in my workplace.</b>		
Mean (SD)	0.8 (± 1)	<0.001
Median [Q1, Q3]	1 [0, 2]	
[Min, Max]	[-1, 3]	
<b>Change in commitment - I am likely to intervene during acts of incivility and/or microaggressions in my workplace.</b>		
Mean (SD)	0.7 (± 0.7)	<0.001
Median [Q1, Q3]	1 [0, 1]	
[Min, Max]	[-1, 2]	