NET2017 Conference

**Tuesday 5 – Thursday 7 September 2017
Churchill College, Cambridge**

Core and theme paper submission form

Deadline for submission: Monday 23 January 2017

Please read the **abstract information** before completing this form. This is available from the conference web page at: https://www.heacademy.ac.uk/training-events/net2017-conference

Completed forms should be e-mailed to healthandsocialcare@heacademy.ac.uk

Please note, only abstract submitted on the correct templates will be accepted.

Section 1: Contact details

Please list the contact details of the main presenter only for purposes of communication.

Title: Prof	Given name(s): Stephen	Family name: Tee	Job title: DClinP, MA, PGCEA, BA, DPSN, RMN, PFHEA, Executive Dean, Professor of Nurse Education & National Teaching Fellow
Institution/Organisation: Faculty of Health and Social Sciences, Bournemouth University, Royal London House, Bournemouth, United Kingdom			
Contact address: Bournemouth University, Royal London House, Christchurch Road Bournemouth, Dorset BH1 3LT. UK This is work address (delete as appropriate)			
Email: stee@bournemouth.ac.uk	Twitter name:		Telephone: 01202 962114

Section 2: Additional equipment requirements

A laptop and data projector, flipchart and connection to the internet will be supplied as standard. If you need any additional equipment, please enter the details here:

-

Section 3: Proposed submission

Please indicate the type of abstract you are submitting:

Core paper	X	Theme paper	

Please indicate the category of abstract you are submitting:

Research	X	Innovation		Issues for debate	

Please complete ONE of the relevant sections below (NB, the hyperlinks above will take you to the relevant section of the form). Abstracts (not including references) should be between 400 and 600 words.

Research abstract

Research papers
Research papers should focus on the education of healthcare professionals and have implications for learning, teaching or assessment. They are intended as an opportunity to present a fully developed study, completed phase of a study, or a systematic review. Abstracts should acknowledge, wherever possible, the international relevance of the research. The study, or phase of the study, must be complete with appropriate data and findings available by the time of presentation.

Please indicate the conference theme to which your abstract relates:

Developing the future of healthcare education workforce	
Education in clinical practice and practice development	
Educational enhancement	
E-learning/blended learning	
Humanising healthcare education	X
Internationalisation and global challenges in healthcare education	
Inter-professional learning and working	
Leadership in healthcare education	
Learning and teaching strategies	
Partnership working	
Research methodology in healthcare education	
Service user and carer engagement	
Social, economic and policy drivers in healthcare education	
Student experience and engagement	X
Using simulation to enhance learning	

Abstract title:

Bullying and Harrassment in Nurse Education: An Issue of Workforce Retention

Abstract authors (include names, job titles and institutions):

Prof. Stephen Tee, DClinP, MA, PGCEA, BA, DPSN, RMN, PFHEA, Executive Dean, Professor of Nurse Education & National Teaching Fellow, Faculty of Health and Social Sciences, Bournemouth University, Royal London House, Bournemouth, United Kingdom.
Email: stee@bournemouth.ac.uk

Dr. Yeter Sinem ÜZAR ÖZÇETİN, MSc, PhD, RN, Research Assistant, Hacettepe University Faculty of Nursing, Sıhhiye-Ankara, Turkey.
Email: sinem_uzar@hacettepe.edu.tr

Prof. Michele Russell-Westhead, EdD, MSc, PGCE, PFHEA, Northumbria University, United Kingdom, Pearson College, London Academic Lead Educational Development, United Kingdom, Florence Nightingale School of Nursing and Midwifery, King's College London, James Clerk Maxwell Building, 57 Waterloo Road, London SE1 8WA, United Kingdom.
Email: michele.westhead@kcl.ac.uk

Background, including underpinning literature and, wherever possible, the international relevance of the research

Bullying and harassment is sadly too prevalent in nursing, causing victims work-based stress that can affect not only the individual but also quality of care and their perspective on the profession. Such negative experiences can impact on victim's professional development and whether they decide to remain in the profession on qualification.

Aim(s) and/or research question(s)/research hypothesis(es)

The aim of the survey was to assess impact of workplace violence, in the form of bullying and harassment, on nursing student's experience during placement and to make recommendations for education and placement providers.

Research methodology/research design, any ethical issues, and methods of data collection and analysis

This is a qualitative study adopting a descriptive phenomenological approach. The study was conducted between June and July 2015. Open-ended questions were uploaded in the format of a commercial internet survey provider (SurveyMonkey.com) and distributed across a sample of nursing schools in the UK. The number of respondents was 657. Responses of students were analysed and coded by using thematic content analysis.

Key findings and recommendations

Responses of students were grouped under three main themes and some sub-themes. These main themes are (1) Culture of nursing, (2) Acceptance of the culture and (3) Impact of the culture. Many indicated they experienced workplace violence and it made them consider leaving nursing. Some had normalized the poor behaviours as part of nursing (See Table 1).

In conclusion, current students are the future of the profession and have a key role in shaping the culture for generations to come. Workplace violence, in the form of bullying and harassment, is prevalent and can negatively influence their view of the profession and their professional development. Universities and placement providers need to work together to reduce the incidence and impact of workplace violence in order to improve the culture of practice and foster a more positive image of the profession.

References (Harvard)

Arnetz JE. Arnetz BB. (2001). Violence towards health care staff and possible effects on the quality of patient care. Social Science and Medicine, 52, 417-427.

Becher, J. Visovsky, C. (2012). Horizontal violence in nursing. MEDSURG Nursing. 21(4), 210-232.

Benner P Sutphen M. Leonard V. Day L. (2010). Educating nurses: A call for radical transformation. Stanford, CA: The Carnegie Foundation for the Advancement of Teaching.

Berry PA. Gillespie GL. PhD, Gates D. Schafer J. (2012). Novice nurse productivity following workplace bullying. Journal of Nursing Scholarship, 44(1), 80-87.

Bond, M.E. (2009). Exposing shame and its effect on clinical nursing education. Journal of Nursing Education, 48(3):132-140.

Bowles C, Candela L. (2005). First job experiences of recent RN graduates: improving the work environment. J Nurs Adm., 35(3), 130-137.

Birks, M., Budden, L., Park, T., & Bagley, T. (2014). Addressing bullying of student nurses on clinical placements: The ARRCA resolution model. In T. S. Emerson (Ed.), New developments in nursing education research (pp. 61-76). New York: Nova Publications.

Birks, M., Budden, L. M., Stewart, L., & Chapman, Y. (2014). Turning the tables: the growth of upward bullying in nursing academia. J Adv Nurs, 70(8), 1685-1687. doi:10.1111/jan.12317

Celik, S.S., Bayraktar, N., 2004. A Study of Nursing Student Abuse in Turkey. Journal of Nursing Education 43 (7), 330-336.

Ceravolo, D.J. Schwartz, D. Foltz-Ramos, K.M. (2012). Strengthening communication to overcome lateral violence. Journal of Nursing Management, 20, 599-606.

Cooper, J.R.M., Walker, J., Askew, R., Robinson, J.C., McNair, M., 2011. Students' perceptions of bullying behaviours by nursing faculty. Issues in Educational Research 21 (1), 1-17.

Cortine, L.E., Magley, V.J., 2003. Raising voice, risking retaliation: events following interpersonal mistreatment in the workplace. Journal of Occupational Health Psychology. 4, 247–265.

Cox K. (2003) The effects of intrapersonal, intragroup, and intergroup conflict on team performance effectiveness and work satisfaction. Nursing Administration Quarterly 27 (2), 153–163.

Curtis, J., Bowen, I., Reid, A., 2007. You have no credibility: nursing students' experiences of horizontal violence. Nurse Education in Practice 7, 156–163.

Daiski I. (2004) Changing nurses dis-empowering relationship patterns. Journal of Advanced Nursing 48 (1), 43–50.

Dellasega C. (2011). When nurses hurt nurses: Recognizing and overcoming the cycle of nurse

bullying. Indianapolis, IN: Sigma Theta Tau International, p, 8-10.

Dunn, S.V. Hansford, B. (1997). Undergraduate nursing students' perceptions of their clinical learning environment. Journal of Advanced Nursing, 25, 1299-1306.

Duffy E. (1995). Horizontal violence: A conundrum for nursing. Collegian 2: 5–17.

Dunn H. (2003). Horizontal violence among nurses in the operating room. Association of Operating Room Nurses 7: 977.

Embree JL. White AH. (2010). Concept analysis: nurse-to-nurse lateral violence. Nursing Forum, 45(3), 166-173.

Fochsen, G. Josephson, M. Hagberg, M. Toomingas, A. Lagerstrom, M. (2006). Predictors of leaving nursing care: a longitudinal study among Swedish nursing personnel. Occup Environ Med, 63:198–201.

Gates D. Fitzwater E. Succop P. (2003). Relationships of stressors, strain, and anger to caregiver assaults. Issues in Mental Health Nursing, 24(8), 775-793.

Giorgi A. (1986). A phenomenological analysis of descriptions of conceptions of learning obtained from a phenomenographic perspective. Department of Education, Göteborg University.

Hall JM. (2004). Dispelling desperation in nursing education. Nursing Outlook, 52, 147-154.

Hathorn, D., Machtmes, K., Tillman, K. (2009). The Lived Experience of Nurses Working with Student Nurses in the Clinical Environment. The Qualitative Report, 14(2), 227-244.

Henderson, A. Cooke, M. Creedy, DK. Walker, R. (2012). Nursing students' perceptions of learning in practice environments: a review. Nurse Education Today. 32, 299–302.

Hutchinson M. Vickers M. Jackson D. Wilkes L. (2006). Workplace bullying in nursing: towards a more critical organisational perspective. Nursing Inquiry, 13, 118-126.

Hutchinson M., Wilkes L., Vickers M. & Jackson D. (2008) The development and validation of a bullying inventory for the nursing workplace. Nurse Researcher 15(2), 19–29.

Hutchinson M., Wilkes L., Jackson D. & Vickers M.H. (2010) Integrating individual, work group and organizational factors: testing a multidimensional model of bullying in the nursing workplace. Journal of Nursing Management 18(2), 173–181.

Ito H. Eisen SV. Sederer LI. Yamada O. Tachimori H. (2001). Factors affecting psychiatric nurses' intention to leave their current job. Psychiatry Services, 52(2), 232-234.

Dunn H. (2003). Horizontal violence among nurses in the operating room. Association of Operating Room Nurses 7: 977.

Einarsen SE and EG Mikkelsen. (2003). Individual effects of exposure to bullying at work. In Bullying and emotional abuse in the workplace. International perspectives in research and practice, eds SEEinarsen, HHoel, DZapf and C Cooper, 127–44. London: Taylor & Francis.

Johnson SL. & Rae RE. (2009). Workplace bullying: Concerns for leaders. Journal of Nursing Administration, 39(2), 84-90.

Kennerly, S.M. Yap, T.L. Hemmings, A. Beckett, G. Schafer, J.C. Borchers, A. (2012). Development and psychometric testing of the nursing culture assessment tool. Clinical Nursing Research, 21(4), 1-19.

Kivimäki M. Virtanen M. Vartia M. Elovainio M. Vahtera J. Keltikangas-Järvinen L. (2003). Workplace bullying and the risk of cardiovascular disease and depression. Occupational and Environmental Medicine, 60, 779-783.

Kolanko KM. Clark C. Heinrich KT. Olive D. Serembus JF. Sifford KS. (2006). Academic dishonesty, bullying, incivility, and violence: difficult challenges facing nurse educators. Nursing Education Perspectives, 27(1), 34-43.

Kontos, P.C. Miller, K.L. Mitchell, G.J. (2010) Neglecting the importance of the decision making and care regimes of personal support workers: a critique of standardization of care planning through the RAI/MDS. The Gerontologist, 21, 1-11.

Larrabee JH. Wu Y. Persily CA. Simoni PS. Johnson PA. Marcischak TL. Mott CL. Gladden SD. (2010). Influence of stress resiliency on RN job satisfaction and intent to stay. Western Journal of Nursing Research, 32(1), 81-102.

Laschinger HKS. Grau AL. Finegan J. Wilk P. (2010). New graduate nurses' experiences of bullying and burnout in hospital settings. Journal of Advanced Nursing, 66(12), 2732-2742.

Leymann H. (1996). The content and development of mobbing at work. Eur J Work Organ Psychol, 5(2), 165-184.

Levin PF, Hewitt JB, Misner ST. (1998). Insights of nurses about assault in hospital-based emergency departments. Image Journal of Nursing Scholarship, 30(3), 249-254.

Levett-Jones, T. Lathlean, J. Maguire, J. McMillan, M. (2007). Belongingness: a critique of the concept and implications for nursing education. Nurse Education Today, 27, 201-218.

Levett-Jones, T. Lathlean, J. (2007). Belongingness: a prerequisite for nursing students' clinical nursing. Nurse Education in Practice, 8, 103-111.

Lewis MA. (2006). Nurse bullying: organizational considerations in the maintenance and perpetration of health care bullying cultures. Journal of Nursing Management, 14, 52–58.

Longo, J. (2007). Horizontal violence among nursing students. Archives of Psychiatric Nursing, 21(3), 177-178.

MacIntosh, J. (2005). Experiences of workplace bullying in a rural area. Issues in Mental Health Nursing, 26, 893-910.

Magnavita, N. Heponiemi, T. (2011). Workplace violence against nursing students and nurses: an Italian experience. Journal of Nursing Scholarship, 43(2), 203-210.

May, C., Finch, T., 2009. Implementing, embedding, and integrating practices: an outline of Normalization Process Theory. Sociology 43 (3), 535–554.

May, C.R., Frances, M., Finch, T., MacFarlane, A., Dowrick, C., Treweek, S., Rapley, T., Ballini, L., Ong, B.N., Rogers, A., Murray, E., Elwyn, G., Legare, F., Gunn, J., Montori, V.M., 2009. Development of a theory of implementation and integration: Normalization Process Theory. Implementation Science 4 (129), 1-9.

McKenna B. Smith N. Poole S. Coverdale J. (2003). Horizontal violence: experiences of registered nurses in their first year of practice. Journal of Advanced Nursing, 42(1), 90-96.

Mikkelsen EG. Einarsen S. (2002). Basic assumptions and symptoms of posttraumatic stress among victims of bullying at work. European Journal of Work and Organizational Psychology, 11, 87-111.

Moscaritolo, L.M. (2009). Interventional strategies to decrease nursing student anxiety in the clinical learning environment. Journal of Nursing Education, 48(1), 17-23.

Murray, JS. (2007). Before blowing the whistle, learn to protect yourself. American Nurse Today, 2(3), 40-42.

Murray, JS. (2009). Workplace bullying in nursing: a problem that can't be ignored. MEDSURG Nursing, 18(5), 273-276.

Papp, I. Von Bonsdorf, M. (2003). Clinical environment as a learning environment: student nurses' perceptions concerning clinical learning experiences. Nurse Education Today. 23, 262–268.

Pryde, I.T. (2014). The dark side of nursing. Balboa Press, pp: 38-45, Bloomington.

Quine L. (1999). Workplace bullying in NHS community trust: staff questionnaire survey. British Medical Journal, 23, 228–32.

Quine L. (2001). Workplace bullying in nurses. Journal of Health Psychology, 6, 73–84.

Randle, J. (2001). The effect of a three year pre-registration training course on students' self-esteem. Journal of Clinical Nursing, 10, 293-300.

Randle J. (2003). Bullying in the nursing profession. Journal of Advanced Nursing, 43, 395-401.

Ranse, K. Grealish, L. (2007). Nursing students' perceptions of learning in the clinical setting of the Dedicated Education Unit. Journal of Advanced Nursing, 58(2), 171-178.

Roberts S. (2000) Development of a positive professional identity: liberating oneself from the oppressor within. Advances in Nursing Science 22 (4), 71–82.

Roberts S.J. Demarco, R. Griffin, M. (2009). The effect of oppressed group behaviours on the culture of the nursing workplace: a review of the evidence and interventions for change. Journal of Nursing Management, 17, 288-293.

Sofield L. Salmond SW. (2003). Workplace violence. A focus on verbal abuse and intent to leave the organization. Orthopedic Nursing, 22(4), 274-283.

Spector, P.E., Coulter, M.L., Stockwell, H.G., Matz, M.W., 2007. Perceived violence climate: a new construct and its relationship to workplace physical violence and verbal aggression, and their potential consequences. Work & Stress 21 (2), 117-130.

Stanley K.M., Martin M.M., Michel Y., Welton J.M. & Nemeth L.S. (2007) Examining lateral violence in the nursing workforce. Issues in Mental Health Nursing, 28(11), 1247-1265.

Steven, S., 2002. Nursing workforce retention: challenging a bullying culture. Health Affairs. 21 (5), 189-193.

Suominen, T. Kovasin, M. Ketola, O. (1997). Nursing culture- some viewpoints. Journal of Advanced Nursing, 25, 186-190.

Tee SR Üzar Özçetin YS Westhead M 2016 Workplace violence experienced by nursing students: A UK survey. Nurse Education Today Volume 41, Pages 30–35

Thomas S. (2003) Horizontal hostility. American Journal of Nursing, 103 (10), 87–91.

Waddington, K. Flatcher, C.(2005). Gossip and emotion in nursing and health-care organizations. Journal of Health Organization and Management, 19(4/5), 378-394.

Walrath JM. Dang D. Nyberg D. (2010). Hospital RNs' experiences with disruptive behavior: A qualitative study. Journal of Nursing Care Quality, 25(2), 105-116.

Yap, T.L. Kennerly, S.M. Flint, E.P. (2014). Nursing culture assessment tool (NCAT): Empirical validation for use in long-term care. International Journal of Nursing Studies, 1, 241-249.

Zohar, D., Luria, G., 2004. Climate as a social-cognitive construction of supervisory safety practices: scripts as proxy of behavior patterns. Journal of Applied Psychology, 89(2), 322–333.

Keywords (up to five)
- workplace violence,
- bullying and harassment,
- culture,
- workforce retention
-

Three key points to indicate how your work contributes to knowledge development within the selected theme
- Workplace violence causes nursing students to consider leaving the program
- Nursing students need to know how to report and respond to workplace violence
- Collaboration between universities and practice providers has an important role reducing the incidence of workplace violence

Table 1: Themes and Sub-Themes

Themes	Sub-themes	Some Quotes
Culture of nursing	Like tigers, nurses eat their own young Sitting on the slidelines Learning by humiliation The dog's body	• *"I was disrespected on the basis that I am 'below' qualified staff and because I am a student."* • *"I have been made to feel that I am in the way or that staff do not want me there."* • *"I was verbally abused for being stupid and was humiliated during handover for my mistake. However I had no bad intent and it was an honest mistake.",* • *"I have been made to feel like a personal slave and I feel as though I am often called to do the jobs that no-one else wants to do."*
Acceptence of the culture	Normalising poor behaviour Negative role models Losing hope	• *"what I experienced was not considered serious enough….it was seen as part of having to work with people in stressful environments and a nursing skill."* • *"Mentors can be inappropriate at times expecting far to much an never praise when you do something right but are more than happy to point it out when something's wrong!"* • *"Once you report a nurse as a bully the whole team of nurses in the ward will go against you which may ruin the whole placement so sometimes is best to keep your mouth shut."*
Impact of the culture	Diminished learning opportunity Effects on self-esteem and self-concept Giving-up	• *"This has limited the learning opportunities they give you for questioning such actions."* • *"I feel as a student nurse it happens all the time and sometimes it makes you feel so worthless and has a massive impact on my self-confidence."* • *"I have sometimes been put in situations in which I feel are not suitable for a student. I have considered leaving many times, and my attendance has suffered."*