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.

<table>
<thead>
<tr>
<th>Title:</th>
<th>Given name(s):</th>
<th>Family name:</th>
<th>Job title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof</td>
<td>Stephen</td>
<td>Tee</td>
<td>DClinP, MA, PGCEA, BA, DPSN, RMN, PFHEA, Executive Dean, Professor of Nurse Education &amp; National Teaching Fellow</td>
</tr>
</tbody>
</table>

Institution/Organisation: Faculty of Health and Social Sciences, Bournemouth University, Royal London House, Bournemouth, United Kingdom

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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:

<table>
<thead>
<tr>
<th>Core paper</th>
<th>X</th>
<th>Theme paper</th>
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</thead>
</table>

Please indicate the category of abstract you are submitting:

<table>
<thead>
<tr>
<th>Research</th>
<th>X</th>
<th>Innovation</th>
<th>Issues for debate</th>
</tr>
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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):**

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**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)
Dellasega C. (2011). When nurses hurt nurses: Recognizing and overcoming the cycle of nurse
bullying. Indianapolis, IN: Sigma Theta Tau International, p. 8-10.


**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>
<thead>
<tr>
<th>Themes</th>
<th>Sub-themes</th>
<th>Some Quotes</th>
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| Culture of nursing     | Like tigers, nurses eat their own young | “I was disrespected on the basis that I am ‘below’ qualified staff and because I am a student.”  
|                        | Sitting on the sidelines                 | “I have been made to feel that I am in the way or that staff do not want me there.”  
|                        | Learning by humiliation                  | “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.”  
|                        | The dog’s body                           | “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 | “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.”  
|                          | Negative role models               | “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!”  
|                          | Losing hope                         | “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      | “This has limited the learning opportunities they give you for questioning such actions.”  
|                        | Effects on self-esteem and self-concept | “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.”  
|                        | Giving-up                             | “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.”  

| Table 1: Themes and Sub-Themes |