Bullying

Strategies to Curb Bullying in Nursing Education

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Bullying in Nursing Education Literature

• **By supervising administrators:**
  ◦ Ozturk, Sokmen, Yilmaz & Clinger (2008)
    • 32/162 of lecturers bullied by administrators

• **Toward faculty by students:**
  ◦ Luparell; Clark; Kolanko, Clark et al.
    • Physical/verbal aggression; indirect bullying; demanding; entitled

• **Toward students:**
  ◦ Hinchberger (2009)
    • 100% nursing students (n=126) witnessed or felt violence in student clinical placements

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Severe cost for not curbing bullying:

- Absenteeism
- Decreased productivity
- Severe stress
- Resignations
- High financial costs
NEW; BULLYING TOWARD DIRECTORS

- NLN Research Funded Study: 2008-2009
- Associate Degree Nursing Directors—nationally (60% of new graduates!)
- 42 states represented
- Survey Monkey --- emailed
- n=257; 44.3% response rate

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Bullying was defined as when “a person is repeatedly exposed to unpleasant or degrading treatment, and that person finds it difficult to defend himself or herself against it”

COPSOQII question
BULLYING: A SURPRISE FINDING!

STUDY RESULTS:

- 81% over the age of 51
- 98% Female
- 92% Caucasian
- Highest percent in position under one year
  - 41 (17%)
- Over 50% in the position under 4 years

**MAJOR FINDING:** Work environment rated below the low average for safe work environment!!
One third (n=77) of program directors reported bullying within the college over a 12 month period.

- 23.6% (n=57) a few times
- 3.7% (n=9) monthly
- 4.1% (n=10) weekly
- 0.4% (n=1) daily
IDENTIFIED BULLY: “UPWARD BULLYING”

Director exposure to bullying

- Colleagues (within your college): 26.0% (20)
- Manager/superior: 29.9% (23)
- Faculty: 42.9% (33)
- Students: 39.0% (30)

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**Spearman rho correlations of director reported bullying in relation to 3 COPSOQ II scales and calculated score**

<table>
<thead>
<tr>
<th>+ Bullying Respondents</th>
<th>Health Wellbeing (health, burnout, stress, sleep)</th>
<th>Strain (job satisfaction/work-family conflicts)</th>
<th>Collaborate/Leadership (quality of leadership, role conflicts, social support)</th>
<th>COPSOQ II score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation Coefficient</td>
<td>.35</td>
<td>.30</td>
<td>.41</td>
<td>.47</td>
</tr>
<tr>
<td>Significance</td>
<td>.00**</td>
<td>.00*</td>
<td>.00**</td>
<td>.00**</td>
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<tr>
<td>N</td>
<td>239</td>
<td>239</td>
<td>239</td>
<td>223</td>
</tr>
</tbody>
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**=correlations significant at .01 level (2 tailed)
RECOMMENDATIONS:

**WITHIN COLLEGE**
- NO Tolerance policy for bullying/non-threatening behaviors
- Respectful interactions across all members expected and role modeled
- REPORTING: enforce the policy
- Psychodynamics of the department---why?

**PERSONALLY**
- Adhere to a no tolerance policy
- Support, participate in and expect healthy respectful interactions
- Label it/confront it
- Take it forward
- Stress management

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