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***“Nurses Eat Their Young” Moves to
Academia: Expert Nurse
Researchers Humiliate and Degrade
Novice Nurse Researchers***

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Objectives: After the Presentation

The participant will be able to state the parallel characteristics/ influences of bullying and incivility to novice nurses and novice nurse researchers.

The participant will state reasoning for importance of the nurse academic/expert researcher to embrace the characteristics of mentorship and coaching to promote novice nurse researcher growth.

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Objectives: After the Presentation

The participant will exhibit understanding of the significance of developing novice researchers to impact 1) creation of new nursing knowledge 2) impact patient care and 3) mentor a new generation of nurses to cultures of inquiry and clinical excellence.

The participant will state the identified themes/outcomes of a recent qualitative study exploring the bullying and incivility occurrence/incidence in an academic setting with expert nurse and novice nurse researchers.

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Purpose

The purpose of this presentation is to share the most recent evidence from the literature related to novice clinical nurse versus novice nurse researcher humiliation, degradation and incivility.

The literature is resplendent with evidence this behavior occurs to student and novice nurses in the clinical setting. Does this also occur with the novice nurse researcher?

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Introduction

The nursing literature is resplendent with research and publications of the topic of nurse incivility, horizontal violence and bullying. Incivility in nursing is troubling (Clark & Springer, 2010) and incivility and bullying in nursing are complex problems (Luparell, 2011).

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Background and Significance

The Joint Commission (2008) stated, “Intimidating and disruptive behaviors can foster medical errors, contribute to poor patient satisfaction and to preventable adverse outcomes, increased cost of care, and cause qualified clinicians, administrators and manager to seek new positions in more professional environments (Simpson, 2014; Murray, 2009; Stevens, 2002).”

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Literature Review

The turnover rate for new nurses who have experienced bullying in a hospital setting can be as high as 50% within the first six months of employment (Lewis, 2004). Recent reports show 39% of graduates in their first year of practice witnessed bullying (Laschinger, 2011) and 31% experienced bullying (Laschinger & Grau, 2012).

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Literature Review

In a statewide survey in South Carolina, USA, nurses on the issue of horizontal violence, more than 85% of respondents reported being victims with experienced nurses often listed as perpetrators (Delaney & Zager, 2010).

Wilson and colleagues (2011) also found 85% of nurses had experienced horizontal violence.

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Literature Review

The 2014 WBI U.S. Workplace Bullying Survey, conducted by the Workplace Bullying Institute, found “over one quarter of adult Americans (27%) said they directly experienced abusive conduct at work” and over one third of adults were aware of incidents of workplace bullying (Misawa & Rowland, 2014).

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Research Questions

The questions are:

- “Have these perpetrators of bullying, incivility and horizontal violence moved to the research arena of academia?”
- As the profession of nursing continues to grow developmentally to a profession of increased utilization of nursing generated empirical evidence for improved practice protocols and guidelines, have we “grown” these perpetrators into the nursing research arena of academia?
- How are we treating our novice nurse researchers? Are there parallels of the treatment of the novice clinical nurse and the novice nurse researcher?

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Qualitative Study Design

A qualitative study was conducted to explore the faculty perceptions and practice performance related to the supervision and management of graduate students completing a research project within a required graduate level course.

A questionnaire survey was created composed of multiple choice style questions with additional open ended exploratory questions designed to identify perception and understanding of the faculty role during the supervision of graduate nurse novice researchers.

The survey was designed to explore faculty thoughts and practices related to bullying, incivility and treatment practices of novice nurse researchers.

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Qualitative Study Design

Institutional Review Board Exempted research status was obtained through the university IRB Committee in the Spring of 2016.

Participants were selected from 4 Texas Universities School/Department of Nursing Programs with graduate nursing programs.

Faculty were selected from the current university nursing faculty website accessing masters and doctorally prepared faculty members.

-66 faculty were selected to receive the research survey questions.

-5 messages bounced back with a total of 61 receiving the survey link.

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Qualitative Study Design

The questionnaire was a 17 question survey with multiple choice and open ended questions to explore beliefs and perceptions of treatment and management of novice nurse researchers. The survey was administered and data analysis for the multiple choice questions was performed via the Qualtrics Program.

Participants responded anonymously to the survey questions.

Of the 61 potential participants, 14 responded with a 23% response rate.

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Results

Multiple choice questions (N=14).

-Participant gender: 15% Male, 85% Female

-Self-identified level of researcher expertise: 21% Novice, 43% Advanced Beginner, 0% Competent, 14% Proficient, 21% Expert (Benner, 2016)

-Number of years as a registered nurse:

0% <5, 14% 6-10, 0% 11-15, 14% 16-20, 71% >20

-Number of years graduate prepared nurse:

29% <5, 21% 6-10, 7% 11-15, 7% 16-20, 36% >20

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Results

Multiple choice questions:

How many years as a nursing faculty?

29% < 5, 36% 6-10, 7% 11-15, 7% 16-20, 21% > 20

Number of years since you took a graduate nursing research course?

57% < 5, 7% 6-10, 14% 6-10, 21% >20

How many years have you taught a graduate nursing research course?

57% never, 29% 1-5, 7% 6-10, 7% >10

How many years have you taught undergraduate nursing research?

43% never, 43% 1-5, 14% >10

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Results

Provide your personal philosophy for provision of nursing education (NE).

Theme:

100% positive responses

Used terms inspire, facilitate, mentoring, guiding students

Stimulate the mind

Educators are partners with students

Learning is reciprocal

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Results

State how you developed your personal philosophy for NE?

Theme:

Experience teaching was most common theme

Others stated alignment with a theorist: Vygotsky, Dewey,
Pinar, Heidegger, Sartre and Foucault

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Results

How do you strive to treat novice nurse researchers in your courses?

Theme:

Overwhelmingly positive responses

Assisting and supportive of students was the theme

Terms used included: Scaffolding, engaging, mentoring,

Treat them kindly and provide frequent feedback

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Results

Is there a time where you could have been considered uncivil to a novice nurse researcher?

Theme:

Majority of responses were no-

There is no excuse to be uncivil to a student

Nothing warrants this behavior to a student

One response: Incivility by students warrants incivility by the teacher

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Results

Do you feel novice nurse researchers seek you out for mentoring and support?

Theme:

Overwhelming response of yes, these participants are sought for mentoring and support

Multiple examples of being viewed as approachable

One participant is sought out because even though her experience is limited, it is more than many nurses have

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Results

Could you share one experience negative or positive you teaching a novice nurse researcher?

Themes:

Negative responses

Language barrier with ESL students

Resistance of students to study research

One participant stated very negative treatment by her supervisor due to her success as a teacher of novice nurse researchers

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Results

Is there a time you could have been perceived as being uncivil or bullying in your behavior by the novice nurse researcher?

Theme:

Only a 42% response rate

Theme was predominantly no, would not have been perceived as uncivil

What did the other 58% think and NOT report on this anonymous survey? Just a thought....

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Results

Do you have an experience positive or negative at a time when you were a novice researcher?

Theme:

35% response rate

Majority of responses involved difficulties with dissertation team disagreements, professional writing issues
Favoritism by the Dean

Once again, what about the other 65% responses/experiences?

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Results

Opportunity to share any other pertinent thoughts you might have in relation to treatment of novice nurse researchers.

Themes:

50% response rate

Participants felt novice researchers were not supported and encouraged enough during the research process

Problems with PhD prepared faculty acting superior

One respondent said thank you for investigating this topic.

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Conclusions

This exploratory, qualitative study revealed encouraging trends for nursing education of novice nurse researchers from a few nurse educators, however, the ability by participants to submit answers anonymously failed to capture what the researcher believes the heart of the problem to be: Bullying and incivility are not discussed for a variety of reasons.

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Conclusions

Not everything that is faced can be changed, but nothing can be changed until it is faced.

James Baldwin

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