

Candy Davies

Student Number: 1805614

Workplace violence experienced by nursing students: A UK survey
Report

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Introduction

Research is crucial for nurses to regulate high practice and to advance patient care. As new data and information is arising it is important that nurses know the significance of research. Research creates new treatments and advances patient outcomes (Couchman and Dawson, 1995, pp.1-2).

Research process

By searching 'nursing students' in the University of Wales Trinity Saint David's online library tool bar, this displayed 230,316 results. To be able to decrease the results, refining the search by selecting within a seven year publish date was the following step which presented 106,779 results. Further reducing the search by selecting 'articles' and 'full text online' presented 22,574 results. "Workplace violence experienced by nursing students: A UK survey" was the third article displayed after refining the search (University of Wales Trinity Saint David online library, 2018).

Background

657 Nursing students responded to a UK survey in 2015 regarding workplace violence while on clinical placement. This UK survey contains the impact on work/care, types of bullying and/or harassment experienced, Impact on feelings and reporting bullying and/or harassment.

Tee, Özçetin and Westhead (2016) states that violence in the workplace is wide spread among the nursing profession which can negatively impact the quality of care given to patients which can affect patient outcomes and the individuals "work-based stress". Tee, Özçetin and Westhead (2016) also suggests that students with negative experiences can be impacted by future development skills.

Whilst there have been no recent studies in the UK. The study objective is to examine and portray the experiences of such behaviours on undergraduate students during their placement. The purpose is also to advocate an approach that universities and organisations can apply to successfully manage unwanted conduct. This approach can also reduce the impact on students (Tee, Özçetin and Westhead,2016).

Abstract

Collins (2018) displays that an abstract contains only the most important facts and ideas. An abstract is an overview of the research article. In a short form. Abstracts

are a key feature in an article as it allows readers to quickly ascertain if they would like to then read the whole paper if it serves relevance to their purpose (The University of Melbourne, 2010).

There are two forms of abstracts. Descriptive abstract and an informative abstract. A descriptive abstract is a general overview of what the research paper is about, on the other hand, an informative abstract includes clear headings within it (University of North Carolina at Chapel Hill, 2018). Tee, Özçetin and Westhead (2016) have composed an informative abstract within their research article as it includes headings such as aims, background, design, findings and conclusions.

Literature review

The literature review is a condensed form of earlier research on a subject. It additionally establishes new ways to translate and clarify on any gaps in this prior research. This may include debates, theories, concepts and outlining of issues within similar research through comparability and crucial scrutiny (Morehead state university Camden-Carroll Library, 2018).

Concordia University (2017) reports that a literature review implements a narrative brief assessment of each origin, evaluating each source on its validity. This can potentially point in the direction for future research.

Tee, Özçetin and Westhead (2016) have used a range of literature for this research article as they have mirrored a related study governed in Australia. Within this article it is clear that Tee, Özçetin and Westhead (2016) have gathered information from journals, research articles, websites, theories, questionnaires and surveys.

According to the American Association for Cancer Research (AACR) (2018) journals consist of articles that have been peer reviewed prior to being accepted for publication.

Peer review is a system which peers assess importance and suitability to the journal. Identifying validity, sound methodology, clarity, weaknesses and advise developments is the intent of this system. All reviewers must be independent from the submissions and are experts or colleagues in the same field (Dancik, 1991).

Workplace Violence experienced by nursing students: A UK survey is a research article from pages 30 to 35 within the journal called Nursing Education Today (Tee, Özçetin and Westhead, 2016).

Tee, Özçetin and Westhead (2016) have obtained some historic literature dated between 1995 to 2015. By gathering the information that Tee, Özçetin and Westhead (2016) have collected they noticed that there had been no new studies in the UK which enabled them to compare their findings with Australia's study. Due to this gap of research, Tee, Özçetin and Westhead (2016) discovered that more than 50% of

nursing students have been bullied and/or harassed in the workplace or witnessed an incident.

Aim

An aim is defined as desired outcomes wished to be achieved (Business case studies LLP, 2018). The importance of obtaining an aim gives authors a sense of direction and destination for their article. This provides a structure to their methods. Williman (2016, p.99) conveys that the aim of the research should be compiled in three or four bullet points.

Tee, Özçetin and Westhead (2016) have clearly stated “the aims of this study are” within the article. The aim is included in the abstract as one of the sub headings. Tee, Özçetin and Westhead (2016) have also stated the aim under study objectives within the paper which is displayed using the suggestion of using bullet points.

Study design

Research questions determine what study designs are used (Caresearch,2017).

Williman (2016, pp.48-50) expresses that there are two forms of study designs. Qualitative research and quantitative research. Williman (2016, pp.48-50) explains that quantitative research is the collection of numerical data. Quantitative methods can gather information from large sample groups that can be converted into statistics. This form of methods brings to light any patterns in research. This method can be collected via surveys and questionnaires which can be displayed as pie charts, tables, graphs and numerical form. It is clearly stated that Quantitative research including descriptive statistics has been reported to reveal “trends and relationships” within this article. Tee, Özçetin and Westhead (2016) compiled a survey using closed questions and displayed their findings by means of tables, percentages and statistics. Tee, Özçetin and Westhead (2016) have used quantitative research to enable them to collect a large amount of data.

Eckerdal and Hagström (2017) explains that a questionnaire is a research tool consisting of a series of closed or open questions for the direction of collecting data and knowledge from respondents.

As opposed to quantitative research, qualitative research is found as a frequent collection of qualitative methods consist of focus groups, individual interviews and observations. Qualitative methods rely more on looking at a deeper understanding and interpretation of its meaning. An example of this is underlying opinions, reasons of behaviour and motivations. For this to proceed data collection methods tend to

develop a process of a theory and associate with human involvement (Williman,2016, pp.48-50).

Tee, Özçetin and Westhead (2016) do not include any form of qualitative research methods in this article.

Mixed methods

Mixed methods includes the data collection of both quantitative and qualitative research. Williman (2016, p.50) expresses that mixed methods comes with advantages due to the approach of triangulation.

Triangulation is the use of two or more approaches of qualitative or quantitative research which provides a stronger result for the chosen topic. This then produces validity (Heale and Forbes, 2013, p.1). Tee, Özçetin and Westhead (2016) have not used two or more methods as they have only produced a survey which entails that no triangulation has taken place.

Sample

Sampling is explained by Williman (2016, pp.109-116) as a small group of people selected, taken from a larger group from their target audience. There are many forms of sampling such as probability and non-probability sampling.

The target group for this research is aimed at students in UK Higher Education Institutions with nursing schools/facilities. A convenience sample of one third of the total 60,000 approximate students were contacted across 72 schools. 657 was the total number of respondents (Tee, Özçetin and Westhead, 2016).

Convenience sampling is described by Williman (2016, p.115) as an immediately available sample because the results of this research can be used only to that sample.

Data collection

Data collection is the process of accumulating knowledge and information using methods (Responsible conduct of research, 2005).

Primary research is demonstrated as generated data collected personally (Williman,2016, pp.46). Tee, Özçetin and Westhead (2016) collected data from first hand sources which displays that primary research has taken place (Statistics how to, 2018).

The data collection used within this research article is a cross sectional Survey. A cross-sectional survey is a description of an observed study design. According to Maninder(2016) the examiner scopes the results and uncovers the study participants simultaneously. A survey is defined by Couchman and Dawson (1995) as the application of questionnaires, tests and interviews with large samples of people.

Participation was entirely voluntary and could take no longer than fifteen minutes to complete. The survey consisted of demographic findings, closed questions and a likert scale (Tee, Özçetin and Westhead, 2016). SurveyMonkey.com was employed by this study to design questions in the relevant business format desired.

A likert scale demonstrates the behaviours to the level of disagreement or agreement and intensity of experiences with a specific question or statement. It is designed commonly as a five response category scale varying from “strongly disagree” to “strongly agree” (Business Jargons, 2018).

Secondary research is portrayed as data that has already been interpreted and recorded (Williman,2016, pp.45-48).

Secondary research was undertaken as Tee, Özçetin and Westhead (2016) illustrate that they mirrored a similar study which was conducted in Australia. Tee, Özçetin and Westhead (2016) adapted their survey by the work of Hewett (2010) who tested the survey tool in Africa on a similar audience on a previous study.

Ethical Consideration

Williman (2016, pp.81-83) reports that ethics are the rules of conduct in research. Ethics are crucial for the safety and dignity of individuals. Lobiondo-Wood and Haber (1998, pp.275-284) state that there are many ethical research standards some of which are: consent of participants, not random and unnecessary in nature, confidentiality, right to withdraw, purpose of the study, experiment should avoid all mental suffering, harm and injury.

Tee, Özçetin and Westhead (2016) have stated that they have obtained ethical approval from Kings College London Research Ethics Committees. Participants of this research were presented with a Participant Information Sheet specifying the purpose of the study on accessing the survey. Participants were then asked to confirm that they have read the statement and consent was also obtained. Tee, Özçetin and Westhead (2016) allowed participants the right to withdraw without any harm on their studies or on themselves. Tee, Özçetin and Westhead (2016) clearly stated to participants that all data would be anonymised.

Data analysis

A computer-based data management system was used to systemize, data code and analyse the information collected. Tee, Özçetin and Westhead (2016) reported that the data was then exported to the Statistical Package for the Social Sciences 21 (IBM SPSS Statistics v21). The findings depending on the information was presented by figures and percentages (Techopedia,2018). (IBM SPSS Statistics v21) is a computer software package to calculate and gather quantitative data.

Results

According to the Sacred Heart University Library (2018) the results section should clearly be organised in a reasonable structure and declare findings of the methodology used without prejudice.

The results within this article were presented in six clear tables in a logical sequence and descriptive statistics which included percentages (Tee, Özçetin and Westhead, 2016). The tables used represented the data in orderly columns for clear citation.

Discussion

The purpose of a discussion within a research article is to clarify and illustrate the importance of the results considering what was earlier acknowledged concerning the research dispute being examined. Understanding new insights should also be collected (Annesley,2010).

Tee, Özçetin and Westhead (2016) contained various literature to support their findings such as the Normalisation Process Theory which illustrates how positive or negative behaviour is embedded into the day to day work, on the other hand, they do not state any limitations or further research to be processed from this study. Despite of this, they do state that the results display “alarm bells” even if the incidence had been over exaggerated.

Limitations of a self-report survey can cause exaggeration as respondents may make their situation seem less severe or make a situation seem worse from their answer (Price and Murnan, 2018).

Conclusion

The conclusion within this article expresses that a high amount of nursing students experienced such behaviours. By only achieving a zero tolerance would include nurse education institutions and health service providers to work in harmony to better develop nursing students by sharing effective policies and procedures, raise awareness of the impact, post placement evaluation, debriefing sessions and

distribute student program handbooks. Tee, Özçetin and Westhead (2016) record that nurse educators and placement providers have a duty to sort these problems out in order to avoid the nursing profession into disrepute, normalising the behaviour and nurses withdrawing from the profession due to negative experiences.

Results show compelling concerns for UK nurse education providers and indicate that such manner is not condone in this line of profession (Tee, Özçetin and Westhead, 2016).

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