Presentation Title	Place in Schedule
Newly Licensed Nurses and Their Experiences of Workplace Bullying	Poster Session *Day 2 – Wednesday* *May 9th, 2018* *8:30am-9:30am*
Description of Presentation	**Presenter Name(s) And Credentials**
Background: Workplace bullying in healthcare is a pervasive problem, especially for nurses. Bullying of nurses often begins as early as nursing students' first clinical rotations, and newly licensed nurses are particularly at risk. The deleterious effects of workplace bullying include stress, burnout, compassion fatigue, increased turnover, decreased productivity, sleep problems, and poor physical and mental health outcomes. Purpose: The purpose of this study was to provide insights from newly licensed nurses regarding strategies for preventing and managing workplace bullying incidents as they enter the workforce. Method: A qualitative descriptive design was used for this study. This study was part of a larger investigation examining the implementation of a program to educate junior and senior nursing students on how to manage bullying incidents once they entered the nursing workforce as newly licensed registered nurses. Registered nurses who previously enrolled in the study while nursing students were randomly solicited for participation into the current study. Random selection continued until 24 (13.0%) respondents agreed to participate. Solicitation to participate in this phase of the study was conducted via email. Interested respondents contacted the researchers via phone or email and an interview time scheduled. Procedure: Twenty-four participants were asked the following open-ended questions: 1) Tell me about an incident from within the last six months where someone in the clinical setting exhibited behaviors of workplace bullying; 2) Why do you think the incident	Paula L. Grubb, PhD *NIOSH*
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happened?; 3) Did you attempt to stop the bullying incident?; 4) Tell me what you remember from the bullying education you
received in nursing school; 5) Did you use any of this bullying education while a nursing student or working as an RN?; 6) What
additional education do you need to intervene when you experience or see bullying in the clinical setting? Interviews were
audiorecorded and transcribed verbatim by a professional transcriptionist. Data were analyzed using Colaizzi's procedural steps in
phenomenological data analysis to yield themes.
Results: Six themes were identified from the qualitative data: The Bullying, The Perception of the Event, How It Affected Them,
How They Dealt with It, How They Wished It Had Been Managed, and What the School Should Do. "The Bullying" theme concerns
bullying behaviors experienced as a newly licensed registered nurse. "The Perception of the Event" involves interpretation of the
bullying behaviors experienced. The theme "How It Affected Them" relays the impact that the bullying had on respondents. "How
They Dealt with It" is about the participant responses when they experienced bullying behaviors. "How They Wished It Had Been
Managed" concerns prevention strategies that respondents believed that they should or would adopt as they moved forward in
their career. What the School Should Do" reflects respondents' suggested strategies that nursing faculty might use to prevent
bullying and prepare nursing students for bullying behaviors that they might encounter as newly licensed nurses.
Conclusions: Newly licensed nurses reported experiencing a wide variety of bullying behaviors in the clinical settings. Newly
licensed nurses provided recommendations that can help guide interventions to mitigate bullying against student nurses.