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A Literature Review of Vertical Violence Between Staff Medical Surgical Nurses and Nursing Students During Clinical Rotations

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Abstract
Vertical violence is defined as any act of violence including yelling, snide comments, withholding information, ignoring, and humiliating behaviors.
- Occurs between two or more persons on different levels of a hierarchical system
- Prohibits professional performance and satisfaction within the workplace

The purpose of this literature review is to explore the attitudes and biases of staff nurses when working with students.

Problem Statement
Vertical violence is an ongoing problem in the nursing profession.
- Affects hospital units where newly graduated nurses are needed the most.
- Gap of knowledge of why staff nurses are holding biases against the students, and how communication and teamwork between the two can be improved.

Literary Findings
Factors Improving Staff and Student Relationships
- Implementation of mentor education for staff nurses
- Staff nurses viewing student nurses as help instead of hindrance
- Clarification of student expectations and goals

Research Proposal
- Top three reasons staff nurses were reluctant to work with students:
  - Increase the nurses’ workload
  - Decrease the quality of patient care
  - Potentially threaten the nurse’s license if an adverse event were to occur. (Hawthorn et al., 2009)

- Solutions to alleviate vertical violence between staff and students included:
  - Support from nursing faculty as well as hospital administration
  - Clear communication between the student and nurse
  - Mentor education for staff nurses who choose to work with students (Matsumura et al., 2004)

Indications For Clinical Practice
- Decrease vertical violence among staff and students
- Decrease hospital attrition rates
- Promote a safe and positive learning environment for students
- Promote continuing education for staff nurses
- Promote a stronger generation of new nurses

Literature cited
Hawthorn, D., Machtmes, K., & Tillman, K. (2009). The lived experience of nurses working with student nurses in the clinical environment. The Qualitative Report, 14(1).

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