

Prevention and management of bullying behavior in academic medicine: a scoping review

Rationale

Workplace bullying in healthcare organizations has been prevalent for decades and is recognized worldwide as a significant problem. Current interventions to mitigate workplace bullying include education programs; zero tolerance policies; and methods to report and track bullying. However, the effectiveness or degree of implementation of these strategies is unclear.

Implications

There is little direct evidence for the presence of workplace bullying among other medical professionals, particularly among faculty in academic medical centres and teaching hospitals. The existence of such widespread bullying among medical trainees and nurses however, raises the question of whether this issue is being adequately addressed among faculty in medical schools and in academic medical centres. This review and synthesis will focus on providing a description of potential interventions for preventing and managing bullying or unprofessional behavior that can be applied in an academic medicine setting

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Link to Protocol Registration:

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Background

- Workplace bullying in healthcare organizations is recognized worldwide as a significant problem. Interventions have been created to mitigate the situation, however, the effectiveness or degree of implementation of these interventions is unclear.

Objective

- To identify interventions to prevent and manage bullying or unprofessional behaviour in any workplace or professional setting.

Methodology

- A scoping review will be conducted, guided by the Joanna Briggs Institute Methods Manual for Scoping Reviews
- Our eligibility criteria are outlined using the PICOS framework, as follows:

Population: All individuals, full-time or part-time, in any workplace setting

Intervention: To prevent and manage unprofessional or bullying behaviours

Comparator: Usual care, other interventions to mitigate bullying or no intervention

Outcomes: Relevant outcomes including institutional culture, prevalence of bullying behaviours, retention and recruitment of staff, faculty, or trainees

Study designs: All randomized control trials and non-randomized control trials, including experimental, quasi-experimental, and observational. Only studies with an eligible comparator group will be included.

- The literature search will be executed in the following databases: MEDLINE, EMBASE, CINAHL, The Cochrane Library, Education Resources Information Center (ERIC), PsychInfo, and Social Sciences Citation Index, legal databases and business databases.
- Title and abstract screening, full-text screening, and data abstraction will be conducted in duplicate. All discrepancies will be resolved by discussion or involvement of a third reviewer.
- Charting the literature according to the types of participants, interventions, comparators, and outcomes identified. The analysis will predominantly be conducted quantitatively using frequencies.

Knowledge Translation Strategy

- Upon completion, we will share our results with the Department of Medicine and specifically ask about the interpretation of evidence and finalize the knowledge translation strategies.

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