

## Non-greeting rituals in clinical placements

Kristensen, Anette Kaagaard; Petersen, Martin Lund

*Published in:*  
Nurse Education Today

*DOI:*  
[10.1016/j.nedt.2020.104570](https://doi.org/10.1016/j.nedt.2020.104570)

*Publication date:*  
2020

*Document Version*  
Peer reviewed version

*Citation for published version (APA):*  
Kristensen, A. K., & Petersen, M. L. (2020). Non-greeting rituals in clinical placements. *Nurse Education Today*, 94, [104570]. <https://doi.org/10.1016/j.nedt.2020.104570>

### General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain.
- You may freely distribute the URL identifying the publication in the public portal.

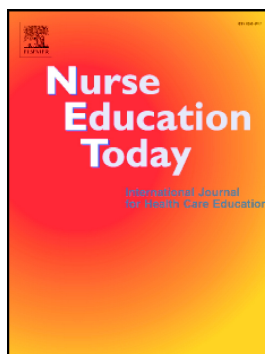
### Take down policy

If you believe that this document breaches copyright please contact [rucforsk@ruc.dk](mailto:rucforsk@ruc.dk) providing details, and we will remove access to the work immediately and investigate your claim.

Journal Pre-proof

Non-greeting rituals in clinical placements

Anette Kaagaard, Martin Lund



PII: S0260-6917(20)31420-9

DOI: <https://doi.org/10.1016/j.nedt.2020.104570>

Reference: YNEDT 104570

To appear in: *Nurse Education Today*

Received date: 8 December 2019

Revised date: 3 June 2020

Accepted date: 8 August 2020

Please cite this article as: A. Kaagaard and M. Lund, Non-greeting rituals in clinical placements, *Nurse Education Today* (2020), <https://doi.org/10.1016/j.nedt.2020.104570>

This is a PDF file of an article that has undergone enhancements after acceptance, such as the addition of a cover page and metadata, and formatting for readability, but it is not yet the definitive version of record. This version will undergo additional copyediting, typesetting and review before it is published in its final form, but we are providing this version to give early visibility of the article. Please note that, during the production process, errors may be discovered which could affect the content, and all legal disclaimers that apply to the journal pertain.

© 2020 Published by Elsevier.

Title page

**Non-greeting rituals in clinical placements**

1<sup>st</sup> author

Name: Anette Kaagaard Kristensen

Education: Registered nurse, MSc Educational Sociology, master's in organizational coaching and learning

Affiliation: Aarhus University, RSC

Address: Tuborgvej 164, 2400 Copenhagen, DK

E-mail: akk12@live.dk

2<sup>nd</sup> author

Name: Martin Lund Kristensen

Education: PhD

Affiliation: Roskilde University, Department of Social science and business

Address: Universitetsvej 1, 4000 Roskilde

E-mail: malupe@ruc.dk

**Abstract**

**Background:** This study aims to generate knowledge about how clinical placements contribute to the creation of sustainable nursing education in Denmark. The article discusses how nursing students feel socially excluded when registered nurses do not recognise them through deviating from culturally appropriate greeting rituals.

**Method:** A constructivist grounded theory study of ( $n = 15$ ) individual semi-structured interviews with nursing students in their first and third years of study.

**Results:** Nursing students feel awkward, alienated and uncomfortable when confronted with a culture where registered nurses do not greet them. They are met by the attitude that Bauman refers to as “appropriate indifference,” which means that the registered nurses act as if they neither see nor hear them because they are considered faceless private failures.

**Conclusion:** Nurses' non-greeting rituals in clinical placements counteracts the creation of sustainable nursing education. The aim of this article is to contribute with knowledge about socially inappropriate non-greeting rituals and recommend friendly and socially sustainable education in clinical placements.

**Keywords:** Clinical placements, Nursing Students, Grounded theory, Temporary strangers, Bauman, Organisational paradox.

## Introduction

This article focusses on organisational norms and greeting rituals unfolding in the relationship between permanent registered nurses (hereafter nurses) and nursing students in clinical placements. Issues related to non-greeting rituals emerged during a constructivist grounded theory study (n = 15) of Danish nursing students' experiences in their clinical placements. Drawing on Bauman (2001, 2017), this study contributes to the existing literature on nursing students' failure to thrive in clinical placements by indicating the existence of a social exclusion norm which undermines nursing students' sense of belonging with regard to nurses and which turns them into faceless strangers.

Generally, Kjerulf (2017) considers greeting rituals as a critical factor in Danish workplaces. He recognises that some workplaces might have greater problems with deviations from greeting rituals than others. Kjerulf (2017) recommends a "*level-5-good morning*," which means saying 'good morning,' acting happy and smiling, making eye contact, and saying, e.g. 'nice to see you,' shaking hands or giving a hug. Overgaard (2012) clarifies that a strategy of greeting too much in workplaces is better than greeting too little insofar as bad attitudes produce conflicts and an immoral psychological work environment.

This article contributes to existing research with the understanding that what might initially be recognised as culturally inappropriate behaviour in Denmark may represent an appropriate organisational norm for the social exclusion of nursing students in clinical placements.

Organisational norms define rules for appropriate social behaviour and are highly resistant to attempts at change (March & Olsen, 2008; March, Schulz, & Zhou, 2000).

Non-greeting rituals in organisations might be a spill-over stemming from macrosocial changes in the social practices governing greeting rituals. This article draws on the sociologist Zygmunt Bauman's (2017; 2001) notion of liquid modernity, implying that society changes at an accelerated

pace, in order to understand these macrosocial trends. In a similar vein, Rosa (2015) argues that acceleration transforms social practices and institutions into experiences associated with stress, time pressure and racing, due to a fear of missing out on opportunities and the anxiety of not keeping up. When a society moves at an accelerated pace, standing still becomes associated with falling behind, which changes our being in the world (Rosa, 2015). These changes might influence a nurse's feeling of time pressure and result in the feeling that they have less time to care for the social work environment in which nursing students find themselves. These societal changes seem to influence nurses to downplay greeting rituals with nursing students.

### **Non-greeting rituals**

Kantsø (2017) explains that a lack of greeting from a superior can spoil an organisational member's working day. Likewise, Rønnoe (2015) unfolds a correlation between greeting and job satisfaction. If no one greets each other at work, it might be interpreted as indicators of hostility, ridicule and exclusion. Likewise, if one greets others at work, it will foster an impression of being welcome and included. Based on this, it seems evident that non-greeting rituals in clinical placements cause problems, especially if nurses only greet each other and not nursing students. Rønnoe (2015) also explains that if a manager only greets some of the employees, it might lead to job dissatisfaction.

Goffman (1963) argues that possibilities of communication are institutionalised in every society. In this understanding, there seems to be specific rules to follow if one is to act appropriately. When and how one greets depends upon cultural norms and rituals. In Denmark, greetings have a cultural meaning of showing esteem, reverence and friendship (Lund, 2019). In this understanding, non-greeting behaviour is perceived as unfriendly, as keeping someone out of the community and as

positioning them in alienating positions. Bringing these perspectives to an organisational context shows that several nursing students suffer from a failure to thrive in clinical placements.

Levett-Jones et al. (2009) found that nursing students exhibit a clear need to establish a social belonging to their clinical placements. However, several studies have shown that nursing students do not experience having this need met and therefore experience feeling abandoned, marginalised, isolated, ignored, unwanted and rejected (Jonsén, 2013; Cope, 2000; Silen-Lipponen, 2004; Timmins & Kalisezer, 2002; Hoel, 2007; Pearson, 1998). Furthermore, other studies have demonstrated that nursing students experience not being recognised as learners (Levett Jones & Larhlean, 2008; Lindrop 1999). Finally, other studies also demonstrated how students perceive nurses as not investing in them socially and considering them with low interest, which creates feelings of disrespect and feeling foolish and unfairly treated (Magnussen, 2003; Cutis, 2007; Jokelainen, 2011; Evans & Kelly, 2004; Mckenna, 2003). The cited studies seem to not address the issues related to non-greeting rituals. Zadro et al. (2004) and Ferris et al. (2015) argue that experiences of rejection are associated with feelings of a loss of dignity and low self-esteem, and decreases nursing students' comfort and wellbeing (Lakin, 2003; Dean 1961). Non-greeting rituals could be a sign of rejection. Besides, non-greeting might induce the same feelings found in others studies, such as negative feeling of alienation, which leads to dissatisfaction, stress, disengagement, anxiety and decreased empowerment, because nursing students do not feel recognised as team members (Darbyshire & Fleming, 2008; Falk-Rafael et al., 2004; Lindrop 1999; Campbell 2003; Elliot 2002; Siu et al., 2005; Timmus & Kaliszer 2002). In the following section, a perspective of the norms and rituals of greetings will be developed. Drawing on Bauman's (2017; 2001) notion of liquid modernity, non-greeting rituals become a way of labelling nursing students as faceless strangers.

## Greeting rituals in Denmark

Greeting rituals symbolise not only communication about the status of the relationship but also its nature (Baumeister & Leary, 1995; Kedon, 1990). Goffman (1963) argues that greeting rituals depend on context, e.g., a nod or exchange of glances is associated with social and physical distance. In juxtaposition, greeting a person with a body cross or handshake with face-to-face contact usually indicates a close relationship. In Denmark, professional groups greet each other with the understanding of being in a comparable situation. Likewise, there is a tradition of greeting other groups with different levels of respect related to a differentiation built on positions within a formal hierarchy and social status attributed to different professions and occupations. In Denmark, "Hi" has been used to greet each other since the 1930s (Lund, 2019). Culturally, "Hi" signifies recognition of another person's presence (Lund, 2019). Although "Hi" has almost replaced the handshake, this is still culturally accepted as a formal manner of greeting strangers. At the same time, the body cross is, depending on generational and geographical differences, reserved for closer relationships (Lund, 2019). In this perspective, nurses' non-greeting rituals could be interpreted as non-recognitional (Honneth, 2005). These perspectives will be deepened at the hand of Bauman's (2001) descriptions of societal changes.

## Non-greeting rituals and the norm of social exclusion

Drawing on Bauman's (2001; 2017) diagnosis of contemporary and liquid society, this article unfolds how a socially inappropriate norm of social exclusion turns into a legitimised organisational ritual.

Bauman (2001) describes that the word *community* arouses positive feelings associated with a warm place, cosiness, pleasantness and security. Furthermore, he argues that many people miss feeling



like members of communities, making them feel like a problem and as private failures. In other words, the need for social belongingness has remained unchanged in the face of other societal changes. The community feeling is in disrepair because actions are performed at an accelerated pace, and due to the pervasive demand for flexibility which reduces communities to temporary non-committal relationships (Baumann, 2001).

In the state of liquid modernity, people see each other with a strategy called *appropriate indifference*, which means pretending not to see each other while doing so (Baumann, 2017). Not seeing is comparable to not hearing. Bauman (2001; 2017) argues that this situation leads to face loss, and the other person disappears in a formless and empty sphere of inattention.

Bauman's (2001; 2017) diagnosis of the changing nature of social interaction enables this research to frame a non-greeting atmosphere in clinical placements as institutional behaviour with roots in macrosocial trends. An immediate undersampling of organisationally inappropriate non-greeting rituals could be explained by March and Olsen's (2008) decoding of appropriateness, which entails following rules, routines and precedents in specific situations. Non-greeting organisational behaviour has a contagious effect because organisational actors (nurses) are led to believe that non-greeting is the same as behaving in an organisationally appropriate manner. This organisational norm legitimates a socially inappropriate organisational culture, socially excluding nursing students through non-greeting rituals.

## **Methodology**

This research adopts a constructivist grounded theory approach to the study of nursing students' experiences in clinical placements (Charmaz, 2006). This perspective was adopted because it

enables the researchers to generate a theoretical model of how different social dynamics affect nursing students' wellbeing in clinical placements.

### **Recruitment process**

Fifteen nursing students were recruited from hospitals in the Copenhagen area using purposive sampling. The recruitment process was based on three criteria for inclusion: (1) students should be engaged in a clinical placement and (2) they should be affiliated with a somatic hospital ward in (3) the Copenhagen area. These criteria were adopted in order to secure ecological validity and reduce the influence of various cultural factors (Cicourel, 1982). Clinical teachers in different somatic wards were asked to forward an invitation letter to their students. This letter informed potential participants about research objectives, expectations and topics of interest. Furthermore, students who were interested in participating were asked to contact the first author.

### **Participants**

Participants had an average age of 26.5 years, 87% were female and 40% were in their first year of study, while 60% were in their third year of study.

### **Data collection**

Data was collected through five rounds of individual semi-structured interviews: the first round had four participants; the second, third and fourth round each had three; and fifth round had two. Data were collected in the period from December 2018 to March 2019. Issues discussed in each

interview round reflect issues which emerged in the preceding rounds. To ensure consistency across interviews, the first author conducted all interviews.

An interview guide was prepared, containing a list of topics: 'first meeting with a hospital,' 'the welcome,' 'meeting the nurses,' 'collaborating with the nurses' and 'good advice for improving clinical placements.' The interview guide was updated after each round, based on initial open line-by-line coding where key themes in the data were identified. After the first round, 'lunch break' was added, the second round brought a closer focus on the 'welcome' and 'relationship with nurses' and the third and fourth rounds added a focus on the 'rituals of greeting.'

Interviews were sound-recorded after informed consent had been obtained. The interviews lasted 47–86 minutes and were conducted in the first author's office in a hospital in order to secure a calm and safe environment. All interviews were conducted in Danish, as this is the participants' first language.

### **Analytical procedure**

All interviews were transcribed verbatim and anonymised by the first author. Data were analysed using three coding methods: initial, focused and theoretical coding (Charmaz, 2006). Initial coding aimed to capture the core characteristics of the data and focused on linking social situations, experiences and emotions (for example, 'exclusion during lunch'). Focused codes were identified as the most frequently obtained initial codes. These codes were refined and renamed through constant comparison with the data so as to secure a better fit (Charmaz, 2006). Using conceptual maps of relationships between different focused codes to visualise the data, the core categories were determined as abstract underlying concepts able to explain this relationship. Memos were written to support this process. For example, the focused codes 'exclusion,' 'nurses' humiliating actions,' 'the

need to belong,' 'quizzing time,' 'cry for recognition' and 'greeting rituals' were merged into the core category 'recognition and dignity.' Two sub-categories were added, namely 'work-related' and 'non-work-related' situations, to refine the core category. The process resulted in the identification of five core categories: interactional justice, recognition and dignity, employer branding, social exclusion and learning.

### **Ethical considerations**

Written informed consent was obtained from each participant, the dataset has been anonymised and all names and places have been replaced with pseudonyms. The study was conducted in accordance with the Declaration of Helsinki and the Danish Code of Conduct for Research Integrity.

Participants were offered the opportunity to read the transcription of their interviews and withdraw their participation at any time. Participants were encouraged to remain after the interview for a debrief. Furthermore, all participants were also offered the opportunity for a follow-up conversation with the first author if they experienced any psychological consequences due to the topics raised in the interviews. Most students stated afterwards that they had gained a great deal from participating in the research and from being offered the opportunity to voice their concerns.

### **Results**

#### *Non-greeting rituals*

A total of 12 out of the 15 (80%) interviewees explain that they have experienced not being greeted, which is a strong result. The interview quotes below demonstrate a consistent pattern across the interviews in the students' experiences with the nurses' non-greeting rituals.

*There is a tendency of not greeting each other. It gave me... I wouldn't call it a negative impression, but I know nothing about hospitals. I would feel much more comfortable if we could just shake hands and get a mutual introduction. (Student 3)*

*I don't know if greeting depends on who greets. I always say good morning, because that is the way I am. Sometimes I don't get any greeting back. I don't know if it's because they are tired. I don't like being here. (Student 2)*

*I am very extroverted, so I just smile and say good morning to everyone, even though not everybody does that. Many nurses do not even know my name.*

*Honestly, I think they should pull themselves together; I'm here every day! (Student 5)*

The nursing students experience being treated by an organisational culture characterised by non-greeting rituals. They do not understand why the nurses do not greet them or why they are not interested in learning their names. This lack of understanding of the governing norms creates a high degree of uncertainty. Nursing students in their third year of study associate the nurses' behaviour with being unapproachable.

*So, you try to say 'Hi.' They look up, but very quickly, they look down again. Then, you try again: 'Hi, I'm a student, where can I change my clothes?' They will point to the toilet door, and when you get back, you are waiting for someone to say 'Hi'... but it's like they do not remember, that we haven't been introduced. (Student 13)*

*I greet to signal that I'm here. It might be that I'm smiling too much in the morning because it's not everyone who answers. They seem unapproachable; I feel like it's*

*not everyone you can greet. Even though I try to start a conversation, they close it right away. I often think of it, asking myself: Is it because I'm a student? Is it because they are busy? (Student 14)*

*I have noticed that people don't say good morning, they look very angry and tired, and they are sitting with crossed arms and legs. I think it's weird. (Student 9)*

The nursing students experience being met by dismissive behaviours and an unapproachable body language from angry and tired nurses.

#### *Experienced nurses' non-greeting rituals*

Two nursing students noticed that experienced nurses do not greet nursing students.

*Some of the nurses have been in the labour market for many years. Those nurses don't greet; they are very negative. They might be tired and see us as a disadvantage. I've seen that many times. (Student 8)*

*Nurses with a lot of experience are not as interested as newly educated ones. I greeted a nurse, but she didn't answer me, and she wouldn't talk to me during the lunch break. (Student 11)*

The number of nursing students is too small to determine whether experienced nurses have a high tendency to display non-greeting behaviour. Nevertheless, their description of nurses' non-greeting rituals contributes to the identification of this pattern, which seems to indicate the existence of a norm on which these non-greeting rituals are based.

### *Charge nurses' non-greeting rituals*

Three nursing students experienced a non-greeting charge nurse in their first year of study.

*I felt awkward. It's difficult to explain what is going on. I've also wondered why the charge nurse has not mentioned that we are here; she didn't even come and greet me. (Student 3)*

*I've never talked to the charge nurse. Sometimes I said good morning, but she just walked past me, as if she were in her own world. (Student 11)*

*I don't know who the charge nurse was, or if they had a charge nurse at all. If they had a charge nurse, she never greeted me. (Student 8)*

This result requires more research to conclude whether charge nurses have a high tendency to non-greeting behaviour. Again, the nursing students' statements contribute to the overall perception of a non-greeting norm in clinical placements.

### **Discussion**

The institutionalisation of non-greeting rituals in interactions between nurses and nursing students creates a culture that legitimises the exclusion of nursing students in clinical placements. This norm and associated rituals must also be considered in the context of previous studies' focus on the need for social belonging. The results will be discussed in four sections: 1) first-year nursing students'

experiences, 2) third-year nursing students' experiences, 3) experienced nurses' non-greeting rituals and 4) charge nurses' non-greeting rituals.

### *First-year nursing students' experiences*

This research found that nursing students are struggling for recognition of their presence in clinical placements, as a result of a socially excluding norm of non-greeting (Honneth, 2005). Nursing Student 2 tries to decode governing greeting rituals by asking whether they depend on who is greeting and who is being greeted. This student emphasises the uncertainty regarding applicable greeting rituals by saying "*I don't get any greeting back*" (Student 2). In a similar vein, Student 3 experienced "*a tendency of not greeting each other*". Both nursing students express a failure to thrive when they say "*I don't like being there*" (Student 2) and "*It gave me, I wouldn't call it a negative impression*" (Student 3). Student 2 is more straightforward, while Student 3 seems too polite to say that nurses' non-greeting behaviour gave a negative impression. Student 3 addresses the possibility of a negative impression by stating that a mutual introduction would create a more comfortable situation.

These findings of the association between greeting rituals and students' failure to thrive during their clinical placement seem to correlate with Kjerulfs (2017) explanation of greeting as a critical factor in Danish work environments. There are similarities with Overgaard's (2012) discussion of how non-greeting leads to bad attitudes, conflicts and an immoral psychological work environment. Student 5 seems to indicate an underlying conflict between nurses and nursing students when they say that "*Many nurses do not even know my name. Honestly, I think they should pull themselves together; I'm here every day!*" As a consequence, students feel like faceless organisational members when they feel that their greetings are not answered, and no one seems to have the time to learn



their names (Bauman 2017; 2001). These statements confirm that nurses in clinical placements see nursing students without recognising them, hear them without listening to them. Such inappropriate behaviour could be interpreted as Bauman's (2001; 2017) descriptions of '*appropriate indifference*.' Consistent with this interpretation, prevailing organisational greeting rituals seem to transform what could, from a societal perspective, be considered as inappropriate behaviour to appropriate behaviour within the organisation (March and Olsen, 2008). Furthermore, earlier studies also seem to confirm that Bauman's (2001; 2017) idea of '*appropriate indifference*' has been an organisational practice for years. Studies by Pearson (1998), Cope (2000), Timmins and Kalisezer (2002), Silen-Lipponen (2004), Hoel (2007) and Jonsén (2013) have found that nursing students suffer from feelings associated with being abandoned, marginalised, isolated, ignored, unwanted and rejected, and categorise non-greeting behaviour as a contributing element of the failure to thrive.

#### *Third-year nursing students' experience.*

First-year nursing students seem to respond to nurses' verbal expressions, while third-year nursing students seem more focused on nurses' body language. Student 14 decodes nurses' organisational behaviour as being "*unapproachable; I feel like it's not everyone you can greet.*" This statement correlates with looking "*very angry and tired... with crossed arms and legs*" (Student 9). These descriptions seem related to Bauman's (2001) descriptions of communities in disrepair. Nurses reject engagement by not recognising the presence of nursing students; they ignore them, which Student 13 explains as being "*like they do not remember that we haven't been greeting each other.*" These statements demonstrate no possibility of forming a unity, not even temporarily, as Bauman (2001) explains. Moreover, these examples validate that nursing students do not have their need of

belongingness met (Levett-Jones & Lathlean, 2008; Levett-Jones, 2009). Nurses reject nursing students by adopting an unapproachable body language with crossed arms and legs.

#### *Experienced nurses' non-greeting rituals*

Students 8 and 11 noticed that experienced nurses are negative, show low levels of interest and ignore them, because they see nursing students as a disadvantage. These findings also seem to reflect previous studies' findings on how nursing students experience being met with little social interest and how this makes them feel stupid, unfairly treated and denied respect (Magnussen, 2003; Cutis, 2007; Jokelainen, 2011; Evans & Kelly, 2004; McKenna, 2003). Nevertheless, two students are not enough to confirm this as a tendency amongst experienced nurses.

#### *Charge nurses' non-greeting rituals*

Students 3, 8 and 11 stated that the charge nurse did not greet them. Student 3 seems to react strongly to the charge nurse's lack of greeting: *"I've also wondered why the ward nurse has not mentioned that we are here; she didn't even come and greet me."* This statement is accompanied by a feeling of awkwardness, which could be interpreted as a reaction to an expectation of a higher degree of courtesy from someone in a senior position. Kantsø (2017) and Rønnoe's (2015) clarification of how non-greeting superiors can spoil the working day and increase job dissatisfaction is something which might have an influence on nursing students even though a charge nurse is not in charge of these students, as they are nonetheless students in their workplace. Bauman (2001; 2017) argues that *appropriate indifference* leads to face loss, and the other person disappears in a formless and empty sphere of inattention. When someone does not respond to a greeting it could corroborate Bauman's (2001; 2017) notion of feelings like a private failure.

Although three students are not enough to reach a robust conclusion regarding this problem concerning superiors, this remains a serious finding. Superiors are expected to be appropriate role models and demonstrate responsibility and interest in nursing students in their wards, in order to contribute to sustainable nurse education.

## Conclusion

Nursing students become faceless and private failures as a result of an organisational rule-guided behaviour termed *appropriate indifference*, which means not seeing, hearing or responding to nursing students' greetings. Nurses' non-greeting rituals lead to a situation of social exclusion and a loss of belongingness for nursing students in clinical placements. Non-greeting behaviour might be rooted in societal changes of decreased social interest. Although rooted in these societal changes, it must be presumed to have a negative impact on both the learning environment and retention of students in the nursing program. Nurses' non-greeting rituals are socially inappropriate. Based on this article, creating more inclusive and friendly environments for future sustainability in Danish nursing education is recommended.

## References:

- Bauman, Z., 2001. *Community: Seeking Safety in an insecure world*. Polity, Oxford UK.
- Bauman, Z., 2017. Fra postmoderne etik. In: Bauman, Z., Levinas, E., *Os og dem: Om jeg, den anden og de andre*. Forlaget Reflect.
- Baumeister, R., Leary, M., 1995. The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin* 117(3), 497-529.

- Campell, S., 2003. Cultivating empowerment in nursing today for a strong profession tomorrow. *The Journal of Nursing Education* 42(9), 423-426.
- Charmaz, K., 2006. *Constructing Grounded Theory. A practical guide through Qualitative Analysis.* SAGE Publication Ltd, Thousand Oaks US.
- Cope, P., Cuthbertson, P., Stoddart, B., 2000. Situated learning in the practice placement. *Journal of advanced Nursing* 31(4), 850-856.
- Cutis, J., Bowen, I., Reid, A., 2007. You have no credibility: nursing students' experiences of horizontal violence. *Nurse Education in Practice* 7(3), 156-163.
- Darbyshire, C., Fleming, V.E.M., 2008. Governmentality, Student autonomy and Nurse education. *Journal of Advanced Nursing* 62(2), 172-179.
- Dean, D., 1961. Alienation: Its meaning and measurement. *American Sociological Review* 26(5), 753-775.
- Elliot, M., 2002. The clinical environment: A source of stress for undergraduate nurses. *Australian Journal of advanced Nursing* 20(1), 34-38.
- Evans, W., Kelly, B., 2004. Pre-registration diploma student nurse stress and coping measures. *Nurse Education Today* 24(6), 473-482.
- Falk-Rafael, A., Chinn, P., Andersson, M.A., Laschinger, H., Ruboyzky, A.M., 2004. The effectiveness of feminist pedagogy in empowering a community of learners. *The Journal of Nursing Education Today* 43(3), 107-115.
- Ferris, D. L., Lian, H., Brown, D., Morrison, R., 2015. Ostracism, Self-esteem, and job performance: When do we self-enhance?. *Academy of Management Journal* 58(1), 279-297.
- Goffman, E., 1963. *Behavior in Public Places: Notes on the social organization of Gatherings.* The Free Press, New York US.

- Hoel, H., Giga, S.I., Davidson, M.J., 2007. Expectations and realities of student nurses experience of negative behaviour and bullying in clinical placements and the influence of socialization processes. *Health Service Management Research* 20(4), 270-278.
- Honneth, A., 2005. *The Struggle for recognition: The moral grammar of social conflicts*. Polity Press, Oxford UK.
- Jokelainen, M., Turunen, H., Tossavainen, D., Jaamookeeah, D., Coco, K., 2011: A systematic review of mentoring nursing students in clinical placements. *Journal of clinical Nursing* 20(19/20), 2854-2867.
- Jonsén, E., Menender, H.L., Hilli, Y., 2013. Finnish and Swedish nursing students' experiences of their first clinical practice placement: A qualitative study. *Nurse Education Today* 33(3), 297-302.
- Kantsø, T. 2017. Advarsel: Derfor flygter dine medarbejdere. *Væksthus for ledelse* <https://www.lederweb.dk/artikler/advarsel-derfor-flygter-dine-medarbejdere/> [accessed: 2020-05-05].
- Kedon, A. 1990. *Conducting Interaction: Patterns of Behavior in Focused Encounters*. Cambridge University Press, Cambridge UK.
- Kjerulf, A. 2017. Sig 'god morgen' på jobbet – det virker. <https://arbejdsglaedenu.dk/2017/02/sig-god-morgen-paa-jobbet-virker/> [accessed: 2020-05-13].
- Lakin, J., 2003. *Exclusion and the role of nonconscious behavioral mimicry: The role of belongingness threat*. Unpublished PhD, the Ohio State University, Ohio.
- Levett-Jones, T., Lathlean, J., 2008. Belonging and learning. *Nurse Education in Practice* 8, 103-111.
- Levett-Jones, T., Lathlean, J., Higgins, J., McMillan, M., 2009. Staff-student relationships and their impact on nursing students' belongingness and learning. *Journal of Advanced Nursing* 65(2), 316-324.

- Lindrop, E., 1999. A comparative study of stress between pre- and post-project 2000 students. *Journal of Advanced Nursing* 29(4), 967-973.
- Lund, J., 2019. *Hilseformer I Den Store Danske*. Gyldendal  
<http://denstoredanske.dk/index.php?sideID=91497> [accessed: 26. november 2019].
- Magnussen, L., Amundson, M.J., 2003. Undergraduate nursing students experience. *Nursing Health Sciences* 5(4), 261-267.
- March, J., Olsen, J., 2008. The Logic of Appropriateness. In: Goodin, R., Moran, M., Rein, M., (Eds.), *The Oxford Handbook of Public Policy*. Oxford University Press, Oxford UK.
- March, J.G., Schulz, M., Zhou, X., 2000. *The Dynamics of Rules: Change in Written Organizational Codes*. Stanford University Press, Stanford CA.
- McKenna, B., Smith, N., Poole, S., Coverdale, J., 2002. Horizontal violence: Experiences of Nurses in their first year of practice. *Journal of advanced nursing* 42(1), 90-96.
- Overgaard, N.S., 2012. Sig godmorgen og tak for hjælpen. *Fagbladet 3F*, 2012-12-12.
- Pearson, J., 1998. An exploration of the empowerment of the nursing students in a clinical context. *Nursing Practice in New Zealand* 3(5), 45-50.
- Rønnoe, L., 2015. Hvor er det dejligt at se dig. Hilsners betydning for arbejdsglæde. In: Blædel, M. (Ed), *Hilseformer og høflighed*. Modersmål-selskabets årsbøger.
- Silén-Lipponen, M., Tossavainen, K., Turunen, H., Smidt, A., 2004. Learning about teamwork in operation room clinical placement. *The British Journal of Nursing* 13(5), 244-253.
- Siu, H., Laschinger, H.K.S., Vingilis, E., 2005. The effect of problem-based learning on nursing student perceptions of empowerment. *The Journal of Nurse Education* 44(10), 459-469.
- Timmins, F., Kaliszer, M., 2002. Aspects of nurse education programmes that frequently causes stress to students: fact-finding sample survey. *Nurse Education Today* 22(3), 203-211.

World Medical Association Declaration of Helsinki 2008. <https://www.wma.net/policies-post/wma-declaration-of-helsinki-ethical-principles-for-medical-research-involving-human-subjects/>

[accessed: 03-11-2019].

Zadro, L., Williams, K.L., Richardson, R., 2004. How low can you go? Ostracism by a computer is sufficient to lower self-reported levels of belonging, control, self-esteem, and meaningful existence. *Journal of Experimental Social Psychology* 40(4), 560-567.

Journal Pre-proof