Violence within the academic environment: an integrative review

Violencia en el ámbito académico: una revisión integradora

A violência dentro do ambiente acadêmico: uma revisão integrativa

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Introduction: One of the possible definitions of violence is the intentional use of physical force, against oneself, another person, or against a group or community, with a high probability of resulting in injury, death, psychological damage, poor development, or deprivation of something[1]. Violence is a historical phenomenon that does not only occur in Brazilian society, but it has also been happening since the beginning of time. However, its forms were evolving, improving, and diversifying. Today, we experience various types of violence: against women, against children, against the elderly, people with sexuality against norms, whether as sexual, political, psychological, physical, or verbal violence. Several factors collaborate to increase violence. The causes of violence are associated, in part, with social problems and their markers of differences in society. An inefficient State without public security policy programs contributes to increasing the feeling of injustice and impunity, which is perhaps the main cause of violence. The solution to the issue of violence in Brazil involves the most diverse sectors of society, not only public security, and an efficient judiciary, but it also urgently, deeply and extensively needs to improve the educational, health, housing, employment opportunities system, among others. It mainly requires a major change in public policies and greater participation by society in discussions and solutions to this nationwide problem. Violence also appears in educational environments such as universities. In this regard, researchers[2] state that relationships in the university environment are influenced by power differences. And, just like a microcosm of society, situations of violence of various types emerge. According to these authors, it is necessary to create a system that facilitates the reporting of abuses and offers support to victims. In addition, teachers must be made aware of the issue of violence and their role as perpetrator or victim, participating and promoting training and qualification courses. Another one that deserves to be highlighted is that the biggest cause of mortality in people aged 15 to 29 years is homicide[3]. This study is born from the need to discuss the role of universities in this situation, which, in addition to the function of teaching syllabus, sometimes also must play the educational role of raising awareness of non-violence. The work in question seeks to propose measures that can be taken to minimize the problem faced. However, the university cannot ignore that conflicts and social problems exist. Aware of this, they end up realizing that their work is insufficient to end violence, it is suggested that the entire society mobilizes to ensure the common objective of universities, which is the training of professionals.

Main Objective: To analyze the most common types of violence in national and international university environments, through an integrative review, discussing teaching strategies in dealing with it.

Specific Objectives: To present the constituent phases of an integrative review and the relevant aspects to be considered for the use of this important methodological resource, identifying the types of violence experienced in the university environment.

Methodology: This is an integrative literature review (RIL), which gathered and synthesized research results on violence within the university environment. The integrative review aims to gather and summarize the scientific knowledge already produced on the investigated topic, that is, it allows seek, evaluate, and synthesize the

available evidence to contribute to the development of knowledge in the subject[4]. The study will follow methodological standards, respecting the steps that constitute an RIL: theme identification and selection of the research question, establishment of inclusion and exclusion criteria/search in the literature, identification of pre-selected and selected studies, categorization of selected studies, analysis and interpretation of results and synthesis of knowledge on the subject and presentation of the review[4]. 1st. step: identification of the theme and selection of the research question: The following question guided the study: How do scientific productions address the theme of violence within the university environment? The following descriptors identified in the Health Sciences Descriptors (DECS) and the Booleans e(and) and or(or) were used, organized as follows: violence and (and)/or(or) sexual crimes; violence and (and)/or(or) exposure to violence; violence and (and)/or(or) aggression; violence and (and)/or(or) university; violence and (and)/or(or) student; violence and (and)/or(or) sexual and gender minorities; violence and (and)/or(or) transgender person; violence and (and)/or(or) female homosexuality; violence and (and)/or(or) male homosexuality; violence and (and)/or(or) bisexuality; violence and (and)/or(or) homosexuality; violence and (and)/or(or) sexual behavior; aggression and (and)/or(or) university; aggression and (and)/or(or) students; aggression and (and)/or(or) sexual and gender minorities; aggression and (and)/or(or) transgender person; aggression and (and)/or(or) female homosexuality; aggression and (and)/or(or) male homosexuality; aggression and (and)/or(or) homosexuality; aggression and (and)/or(or) bisexuality; aggression and (and)/or(or) sexual behavior; university and (and)/or(or) student; university and (and)/or(or) sexual and gender minorities; university and (and)/or(or) transgender person; university and (and)/or (or) female homosexuality; university and (and)/or(or) male homosexuality; university and (and)/or(or) bisexuality; university and (and)/or(or) homosexuality; university and (and)/or(or) sexual behavior; sexual offenses and (and)/or(or) exposure to violence; sexual offenses and (and)/or(or) aggression; sexual offenses and (and)/or(or) university; sexual offenses and (and)/or(or) sexual and gender minorities; sexual crimes and (and)/or(or) a transgender person; sexual crimes and (and)/or(or) female homosexuality; sexual crimes and (and)/or(or) male homosexuality; sexual offenses and (and)/or(or) homosexuality; sexual offenses and (and)/or(or) sexual behavior; exposure to violence and (and)/or(or) aggression; exposure to violence and (and)/or (or) Universities; exposure to violence and (and)/or(or) students; exposure to violence and (and)/or(or) LGBT; exposure to violence and (and)/or(or) sexual and gender minorities ;exposure to violence and (and)/or(or) transgender person;exposure to violence and (and)/or(or) female homosexuality;exposure to violence and (and)/or(or) male homosexuality;exposure to violence and (and)/or(or) bisexuality; exposure to violence and (and)/or(or) homosexuality; exposure to violence and (and)/or(or) sexual behavior; Students and (and)/or(or) LGBT; students and (and)/or(or) sexual minority and gender;

students and (and)/or(or) transgender person; students and (and)/or(or) female homosexuality; students and (and)/or(or) male homosexuality; students and (and)/or(or) bisexuality; students and (and)/or(or) homosexuality; students and (and)/or(or) students; students and (and)/or(or) sexual behavior; Sexual minorities and Gender and (and)/or(or) transgender person; Sexual minorities and Gender and (and)/ or(or) Female Homosexuality; Sexual Minorities and Gender and (and)/or(or) Male Homosexuality; Sexual Minorities and Gender and (and)/or(or) Bisexuality; Sexual Minorities and Gender and (and)/or(or) Homosexuality; Sexual Minorities and Gender and (and)/or(or) Sexual Behavior; Transgender Person and (and)/or(or) Female Homosexuality; Transgender Person and (and)/or(or) Bisexuality; transgender person and (and)/or(or) male homosexuality; transgender person and (and)/or(or) sexual behavior; female homosexuality and (and)/or(or) male homosexuality; homosexuality and (and)/or(or) female bisexuality; female homosexuality and (and)/or(or) homosexuality; female homosexuality and (and)/or(or) sexual behavior; female homosexuality and (and)/or(or) bisexuality; male homosexuality and (and)/or(or) homosexual; male homosexuality and (and)/or(or) sexual behavior; homosexual and (and)/or(or) sexual behavior. 2nd step: identification of pre-selected and selected studies: The total scientific works found in the literature were analyzed by evaluating titles and abstracts. Afterwards, the inclusion and exclusion criteria were applied. The search strategies in the database and the reasons for exclusion were duplicate articles, not suitable for the theme, environment that was not an academic center, articles that were not in full, that were out of time (2015 to 2020). 3rd step: Definition of information to be extracted from selected studies / categorization of studies: After reading the selected articles, data will be synthesized in a pilot form, consisting of variables related to the identification of articles: year of publication, study code, authors /title of the article, periodicals, types of violence, authors' profession, State and Country, language, type of study, article objectives, public or private university, level of evidence, synthesis of results and search site Search strategies in database and the reasons for exclusion will be represented through a flowchart, as recommended by the PRISMA group[5]. The 4th, 5th and 6th steps, analysis and interpretation of results and presentation of the review/synthesis of knowledge, will be carried out after the compilation of the articles that will be effectively analyzed.

Results: The researched articles, according to the descriptors, sought to verify which factors would influence the aggressive behavior of students who make up Brazilian universities, what profile these students have, in which institution has more cases of public or private aggression, the differences in violence between the universities in Brazil. Through debates, the members of the work thought it best to put criteria for inclusion and exclusion of articles, through search sites SciELO and BVS we found 14 descriptors in the three languages (Portuguese, English and Spanish), from this information we started to list each descriptors having 119

combinations of descriptors related to the theme of violence. Based on this information, he started to search the articles, finding 3323 articles, but 3317 were excluded due to the theme that did not fit in our work. These 3317 articles entered our exclusion criteria, which are: the year of publication that must be 5 years (2015 to 2020), the place of violence, duplicate articles, articles that were not in full, articles that the violence did not happen in Brazilian universities. Themes such as violence against women, violence in adolescence, violence against the elderly and violence against LGBT were the ones that most appeared in the survey. Another type of violence found was also psychological violence made by veteran students on freshmen, hazing and in relation to the violent treatment of vulnerable groups (LGBTQ+). Although we found only many articles, six articles were within the research topic. We analyze those public institutions develop more articles on violence than private universities. The professions of the authors of the articles included were Pedagogy, Medicine, Biology and Psychology, no nursing professional who wrote an article on the subject was found, but in the excluded articles it was found, this may trigger an alert for the category to look at all types of violence, not just violence within hospitals or obstetrics, these were the themes found that were written by nurses.

Discussion: In this regard, researches sought to verify which factors (biological, environmental, psychological, and social) would influence aggressive behavior. It is likely that some people resort to violence because of a strong genetic predisposition or a neurological problem. Among the organic causes, testosterone, and serotonin, for example, have been pointed out as culprits. The first would explain why men, historically and regardless of the culture in which they were raised, are more aggressive than women[6]. The second, because the levels of this neurotransmitter are negatively associated with aggression and impulsivity[7], although not all people with low levels are violent, as the environment can incite, develop, inhibit, or teach how to control aggressive behavior[8]. However, others respond aggressively when frustrated and others have learned that they can get what they want by assaulting a person[9]. In contrast, unlike contextual and organic influences, another tendency towards aggressiveness is related to self-esteem, discussed by authors[10,11], who reported that the increase in self-esteem would produce a high influence on aggression. Thus, people with high or even unstable self-esteem would be more likely to experience anger, resulting in aggressive behavior when their self-image was threatened. Beside this, other internal evidence of the individual also seems to potentiate aggressive behaviors. The person's internal state would largely determine the type of inference to be made in each situation[12]. Immediate and unplanned evaluations are associated with affective information, an objective, and an intention. The aggressive response that the person emits may be related to their social learning history, their personality, and their current mental state. In contrast, some sociological theories defended adolescence as a period of emotional structuring, inferring that extreme act of youth aggression, such as those observed in delinquency, could be seen as an externalization of adolescents' emotions in response to the demands of a dominant adult culture[10]. Young university students with a different social and cultural background may also exhibit aggressive behavior. Researchers[6,8] described physical causes linked to organic mechanisms regardless of the culture in which individuals were raised, although the environment can teach how to control aggressive behavior, but also stimulate, develop, or curb aggressive manifestations. This idea reinforces, however, the nature of how much the environment would mediate aggression and, as a result, none of them would be able to explain human aggression by itself.

Conclusion: Finally, it remains to be added that although this study presents a difficulty for its realization, its conclusion was reached with an integrative review of the articles found. Need to be highlighted, very few articles were found referring to the proposed theme. The results make it possible to highlight the existence of the problem studied within the university community and support the need to carry out interventions from the administrative and university welfare point of view. Thus, a warning to the academic community and researchers that violence within higher education institutions, both public and private, exists and should be further studied to stop or minimize these cowardly acts that discourage many students from continuing to study.

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