Introduction

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Зміст
Procedure in nursing education is a topic not widely explored in nursing literature; however, the issue of incivility has been discussed and descriptions of this concept include characteristics that may indicate manipulation as a category of behavior included in incivility. According to psychiatric nursing literature, manipulation is a term used to identify difficult behavior seen in personality disordered patients. In other nursing literature, manipulation has been defined as the act of deliberately influencing or controlling the behavior of others to one’s own advantage by using charm, persuasion, seduction, deceit, guilt induction, or coercion.

The occurrence of manipulation in the nursing educational setting has the potential to negatively impact both the quality of education and the experience of nurse educators, allowing the manipulator to achieve academic outcomes or experiences to which they are not entitled. How nursing faculty perceive and respond to manipulation may facilitate manipulation, allowing the faculty to maintain the integrity of the academic experience and advance nursing educational goals. The quality of nursing education is dependent upon the accurate and consistent evaluation of student competencies. It is imperative that assessments of student achievements and recognition of student progress are fair and truthful, and not the result of manipulation by the student. Whether in the classroom, online, or in a clinical or laboratory setting, the occurrence of manipulation can have serious consequences related to the verification of satisfactory completion of program requirements and readiness to obtain a nursing license among nursing program graduates.

Procedure, incivility, and entitlement, as described in the literature, share common characteristics, yet refer to distinctly different events, and different roles related to student behaviors. “Incivility in nursing education is defined as rude or disrespectful behaviors which often result in psychological or physiological distress for the people involved, and if left unaddressed, may become a threatening situation”.

The relationships between manipulation, incivility, and entitlement are vague. Perhaps it is that manipulation may be one form of incivility (or vice versa). The sense of entitlement may be an antecedent for manipulation - which may be a basis for the selection of manipulation as an acceptable behavior. The ability of nursing faculty to identify characteristics and behaviors associated with manipulation and to redirect these behaviors may reduce manipulation or reduce their negative effects. An understanding of how manipulation takes place may provide nursing instructors with the tools to isolate and recognize signs of manipulative behavior and better develop policies and procedures to decrease the occurrence of this behavior.

The purpose of this study is to describe the perceptions among nursing faculty of how manipulation is perceived. This study utilized accredited associate degree and baccalaureate degree nursing programs. The intent of this study was to identify characteristics of manipulation, methods of manipulation, responses to manipulation, and outcomes of manipulation as experienced by nursing educators in relation to their nursing students. The results of this study will be used to develop intervention strategies and techniques, which would prevent or reduce the negative consequences of manipulation in academic settings. Determining how manipulation is defined in nursing education and extinguishing it before it begins will assist in improving the quality of nursing education.

The education and role socialization of nursing has traditionally included competencies related to building relationships, and the nurse-student relationship is viewed as the major context for therapeutic nursing intervention. Focusing on different types of relationships and their impact on education, and therefore the characteristics and competencies of graduates of education programs, is critical to the development and sustainability of effective nursing education. Manipulation alters relationships by creating coercive power, trust, and allocating rewards and attention that are not deserved.

Procedure of faculty by nursing students presents a potential threat to nursing education in invalidating the integrity of nursing outcomes and demoralizing nursing faculty. Outcomes of negative relationships have the potential to decrease learning, decrease interpersonal energy, and rob nursing of the fundamental basis of practice - the therapeutic nurse-patient interpersonal relationship, safe-patient handling, and how to implement evidence-based practice and use it at the bedside.