A Simulation to Improve the Clinical Instructor’s Teaching of Ethics to Students in the Clinical Setting:

A DNP Capstone

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Continuing Nursing Education

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• Conflict of Interest
  – Cynthia S. Randall (presenter) reports no conflict of interest
  – Julia Greenawalt (INACSL Conference Administrator and Nurse Planner) reports no conflict of interest
  – Leann Horsley (INACSL Lead Nurse Planner) reports no conflict of interest

• Successful Completion
  – Attend 90% of session
  – Complete online evaluation
Upon completion of this presentation, participants will be able to:

1. Describe the clinical instructor’s knowledge, skill and expertise in teaching ethics to students in clinical practice.

2. Identify barriers or challenges for clinical instructors to teach ethics in clinical practice.

3. Identify simulation methods for faculty development to improve teaching applied ethics in a clinical setting.
Nurses who become clinical instructors have limited experience and skill set to instruct pre-licensure baccalaureate nursing students in the application of ethics in clinical setting.

• Nurses are confronted with ethical issues & challenges in everyday practice (Goethals et al., 2010; Robichaux 2014; Rodney et al. 2004).

• There are challenges to moral work in practice (Dunphy Suplee et al., 2014; Erdil & Korkmaz, 2009; Epstein & Carlin, 2012; Goethals et al. 2010, IOM, 2013; Numminen & Leino-Kilpi, 2007; Park, 2013).

• Patient quality and safety is at stake (IOM, 2013).

To improve the educational experience of clinical instructors in the teaching of ethics to students in the clinical setting.
“They (students) come with pretty flat-bottom boats and the trouble with a flat-bottom boat is, when the wind blows, you just scatter across the water. And the wind blows this way, you scatter back across the water”

Educating Nurses (Benner et al. 2010)
**Moral responsibility**

- The work of all nurses (Doane, 2002; Lindh et al., 2007; Park, 2013)

**Nurses & application of ethics in practice**

- Involved very little in the ethical process in practice.

**Emphasis on experiential ethical learning**

- Learning occurs in the context of practice situations
- Ethical formation & comportment is fostered in practice (Benner 1991; Benner et al., 2010)
Knowledge and Skills in Teaching


- “Teachers teach the way they were taught” (Diekelmann & Ironside, 2003)

- Clinical competence does not equate to competence in teaching or teaching ethics in clinical practice (Duffy, Stuart & Smith, 2008; Hewitt & Lewallen, 2010; Krautscheid, Kaakinen & Warner, 2008; Poindexter, 2013; Robicheaux, 2014)
Nursing Education and Simulation

- **Widely used, supported and recognized teaching methodology** (Hunt et al., 2015; Jeffries, 2012; & Krautsfield et al., 2008)

- **Limited evidence on the use of simulation to improve or develop clinical instructors skills and knowledge in teaching** (Hunt et al., 2015; Krautschield, et al., 2008; Shellenbarger & Edwards, 2011)
• Benner’s Theory (1984): **Novice to Expert**
• Kurt Lewin’s, Field theory of social science (1951) 3 stage model
  – Unfreeze – Change – Refreeze
• Albert Bandura’s, Social Learning Theory (1977)
• Deming’s PDSA cycle of QI (1993)
Quality Improvement

- Mixed method design
- Simulation Methodology
  - Debriefing for Meaningful Learning (DML) (Dreifuerst, 2012)
Pre-licensure baccalaureate nursing program at a state university in northern New England. One of the largest nursing programs in the state, graduating approximately 160 students per year. Approximately 20 full and part time clinical instructors needed each semester.

Recruited for this project: n= 8
Ethics Primer

Critical incident video

Role-playing
Data Collected and Analyzed

Demographics

Pre- and Post-intervention Assessments

Narratives
Demographics (n=8)

100% Female and 75% age 40-49.

62.5% Master’s degree.

50% less than 2 years teaching experience.

50% greater than 5 years of teaching experience.

37.5% less than 2 years teaching clinical.

37.5% participants had formal education in nursing.

Pre-Assessment Survey: (n=6)

50% - moderate amount of undergraduate education in ethics.
83.4% - reported no graduate education in ethics.
66.6% - encountering ethical situations in clinical.
Descriptive Data - Debriefing

- Exploring Communication
- Role Modeling
- Teaching Skills
- Developmental Role
Written Narratives – Post intervention

- Self Awareness
- Confidence
- Increase ethics knowledge
- Tools for teaching ethics
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<td>Ethical resources</td>
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*Level of significance $p < .05$
Triangulation of Data

- Pre- and Post-Assessments
- Written Narratives
- Debriefing Transcripts
Developing ethical expertise for teaching

- Knowledge and skill in ethics and ethical decision making is crucial
- Ethical situations are challenging
- Clinical instructors play a significant role in ethical formation of students during practice
Use of Simulation

- Simulation as a useful tool for faculty development of clinical instructors

Novice to Expert (Benner 1984).

- Preparedness of faculty for teaching & teaching ethics in clinical
- Reflection, awareness and practice in situated context
Limitations

- **Small sample size (n=8)**
- **Use of audiotapes**
- **Instruments**
- **Sustained practice cannot be determined**
Impacts for the student who will soon be a Registered Nurses:

- **Ethics Competency and Foundational** (ANA, 2015, AACN, 1998).


Recommendations:
**Education**

- Adoption of an ethics module using best practices in simulation in orientation of clinical faculty
- Well-developed simulation program
- Development of new simulation scenarios for clinical instructors (Hunt et al., 2015)
- Collaborative and creative ways to include ethics simulation into graduate programs for educating clinical instructors
Future research on teaching ethics in clinical practice using clinical instructors:

- Observational research
- Comparative studies
• Policy changes for simulation and clinical hours

• Explore policies to address the needs for a well develop simulation program

• Meeting faculty and clinical instructors simulation educational needs.
Conclusions

Faculty Development

- Preparing faculty for clinical teaching of ethics during clinical instruction is paramount
- Clinical instructors in this setting benefitted

Simulation is a useful teaching strategy

- For clinical instructors to improve clinical teaching
A copy of a reference list is located at the podium.

THANK YOU!