

The Effect of Debate-Based Learning in the Nursing Ethics Education

Wol Ju Kim¹, Jin-Hee Park²

¹ Department of nursing, Shingyeong University, Hwaseong-si, Korea, Republic of (South); ² College of Nursing, Ajou University, Suwon, Korea, Republic of (South)

BACKGROUND

As the medical environment changes rapidly and multifaceted and complex issues that were never seen before occur subsequently in the clinical field, nurses often face ethical dilemmas and conflicts. An ethical dilemma is a situational complexity arising between two different values, under which nurses should be able to make responsible and ethical decisions that can best help the subjects. An ethical decision making requires moral sensitivity, moral judgment and such moral sensitivity, moral judgment and ethical decision making can be established through persistent training and education. Therefore, ethics education about sensitive response to ethical issues and ethical decision making ought to be provided for undergraduate nursing students. Various learning methods were examined for ethics education. Debates, one of the learning methods, can improve logical thinking ability by actively engaging the students with different ideas to think based on their values about a topic and persuade their counterpart. Such a learner-oriented debate can be used for ethics education as the debating process gives an opportunity for them to follow rules, interact with and respect each other. Academic debates allow participants to identify loopholes of one's argument in a given time under a strict format and procedure, present a reasonable ground of my own argument, have an equal opportunity for speech and interact with each other by agreeing or disagreeing on certain matters. The academic debates help improve the ability of critical thinking and value judgment, bring students' interest and subsequently induce their active engagement and voluntary discussion. The academic debates that are specifically applied to the nursing education are reported to enhance ethical knowledge, ethical values, ethical competency and problem-solving ability.

PURPOSE OF THIS STUDY

Ethics is the application of values and moral rules to human activities and involves moral duty and obligation. The literature highlights key benefits from debate as a teaching-learning strategy for developing critical thinking and analytical skills while fostering teamwork and communication. The purpose of this study was to evaluate the effects of debate-based learning on moral sensitivity, moral judgment, and ethical

PARTICIPANTS AND METHODS

The study was a non-equivalent control group pretest-posttest design. This study was carried out from May 22 to July 28, 2017. Participants were sixty-four senior nursing students who assigned to either an debate-based learning group or traditional lecture group. Debate-based learning lasted eight weeks with two hours per week. The students in the debate-based learning group were divided into three groups. The debate-based learning required each team member to write an analysis of the issue and a summary of the debate on the affirmative and negative sides of the dilemma cases for each session. The debate-based learning consisted of 16 rounds of affirmative and negative sides, with a total of 40 minutes, consisting of the introduction, cross-examination, rebuttal, conclusion, operation time and finishing. Outcomes were measured moral sensitivity, moral judgment, and ethical decision making questionnaires.

RESULTS

Table 1. Homogeneity Test of General Characteristics between Two Groups

Variables	Categories	Experimental group(n=35)		Control group(n=29)		t or χ^2	p
		n(%) or M \pm SD	n(%) or M \pm SD	n(%) or M \pm SD	n(%) or M \pm SD		
Age		21.89 \pm 0.87	22.34 \pm 1.40	-1.61	.113†		
Gender	Male	0(0.0%)	6(20.7%)	8.00	.006‡		
	Female	35(100%)	23(79.3%)				
Satisfaction on Clinical Practice	Satisfaction	20(57.1%)	10(34.5%)	3.28	.191‡		
	Moderate	12(34.3%)	15(51.7%)				
	Dissatisfaction	3(8.6%)	4(13.8%)				

Table 2. Homogeneity Test of Dependent Variables between Two Groups

Variables		Experimental group(n=35)		Control group(n=29)		t	p
		M \pm SD	M \pm SD	M \pm SD	M \pm SD		
Moral sensitivity		4.91 \pm 0.38	4.86 \pm 0.41	0.49	.625		
Moral judgment	4 Stage Score	16.66 \pm 6.43	17.72 \pm 5.52	-0.70	.484		
	P Score	41.24 \pm 11.70	35.75 \pm 11.02	1.92	.060		
Ethical decision making	Idealistic judgment	0.77 \pm 0.08	0.75 \pm 0.09	1.27	.208		
	Realistic judgment	0.67 \pm 0.10	0.67 \pm 0.99	-0.12	.988		

Table 3. Analysis of Covariance of Moral sensitivity between Experimental and Control Groups

Variables	Group	Pre test		Post test		Adjusted score		F *	P	Partial eta ²
		M	SD	M	SD	M	SE			
Moral sensitivity	Experimental group (n=35)	4.91	0.38	5.16	0.36	5.15	0.07	0.02	.884	.000
	Control group (n=29)	4.86	0.41	5.13	0.47	5.14	0.07			

Table 4. Analysis of Covariance of Moral judgment between Experimental and Control Groups

Variables	Group	Pre test		Post test		Adjusted score		F *	P	Partial eta ²
		M	SD	M	SD	M	SE			
P Score	Experimental group (n=35)	41.24	11.70	44.33	10.95	42.46	1.23	2.94	.091	.046
	Control group (n=29)	35.75	11.02	37.01	11.41	39.27	1.36			
4 Stage score	Experimental group (n=35)	16.66	6.43	17.66	6.84	17.88	1.02	0.05	.833	.001
	Control group (n=29)	17.72	5.52	17.83	6.32	17.56	1.12			

Table 5. Analysis of Covariance of Ethical decision making between Experimental and Control Groups

Variables	Group	Pre test		Post test		Adjusted score		F *	P	Partial eta ²
		M	SD	M	SD	M	SE			
Idealistic judgment	Experimental group (n=35)	0.77	0.08	0.77	0.07	0.76	0.01	5.96	.018	.089
	Control group (n=29)	0.75	0.09	0.72	0.08	0.72	0.01			
Realistic judgment	Experimental group (n=35)	0.67	0.10	0.71	0.08	0.70	0.01	6.00	.017	.089
	Control group (n=29)	0.67	0.99	0.65	0.07	0.66	0.01			

RESULT

There was a significant improvement in idealistic judgment of ethical decision making ($p=.018$) and realistic judgement of ethical decision making ($p=.017$) in the debate-based learning group than the traditional lecture group. However, moral sensitivity ($p=.884$), 4 stage scores of moral judgment ($p=.833$) and P score of moral judgment ($p=.091$) were not statistically significant between two groups.

CONCLUSIONS

Nursing as a practice discipline will best be served using a variety of teaching and learning strategies in the undergraduate education of nursing students. Based on the findings of this study, an debate-based learning for ethics education of undergraduate nursing students is very effective to promote ethical decision making.