

## Sigma's 29th International Nursing Research Congress

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

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**Purpose:** 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 decision making in the nursing ethics education.

**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:** 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.

**Conclusion:** 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, a debate-based learning for ethics education of undergraduate nursing students is very effective to promote ethical decision making.

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#### **Title:**

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

#### **Keywords:**

Debate, Ethical decision making and Nursing ethics

#### **References:**

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#### **Abstract Summary:**

The purpose of this study was to evaluate the effects of debate-based learning on moral sensitivity, moral judgment, and ethical decision making in the nursing ethics education. This study demonstrated that a debate-based learning for ethics education of undergraduate nursing students is very effective to promote ethical decision making.

#### **Content Outline:**

**Purposes:** 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 decision making in the nursing ethics education.

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**Conclusion:** This study demonstrated that a debate-based learning for ethics education of undergraduate nursing students is very effective to promote ethical decision making.

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**Professional Experience:** This author is a member of the Korea society of nursing science and the Korea academy of nursing administration. Interest in research is nursing education, such as action learning, flip learning, and simulation. Author was completed action learning, flip learning, and simulation training in nursing education.

**Author Summary:** This author has been working as a clinical nurse at Samsung Medical Center for 12 years. Currently, she has been teaching nursing ethics education for 3 years at department of nursing, shingyeong university in South Korea.

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**Professional Experience:** Jinhee Park has completed research in a wide range of studies, which includes the management of symptoms in patients with chronic disease, such as cancer and cardiovascular disease, and intervening to improve the quality and outcome of care.

**Author Summary:** Jinhee Park serves as a professor with the College of Nursing at Ajou University. In this position, she draws upon her previous experience in clinical nursing to educate and inspire the next generation of nurses.