USING NARRATIVES TO INFORM NURSING ETHICS EDUCATION

Judith L. Hold, EdD, RN
Background

• Ethical dilemmas
  • Legal mandates
  • Inappropriate treatment
  • Personal and professional values
• Constraints on ethical reflection and action
• Nurses not prepared
• Nursing ethics education
Theoretical Framework


• Moral Domain Theory (Turiel, 2002)

• Novice to Expert Theory (Benner, 1982)
Purpose Statement

• To explore how experienced nurses’ successful resolutions of day to day ethical dilemmas during end of life care can inform nursing ethics education.
METHODOLOGY
<table>
<thead>
<tr>
<th></th>
<th>Ellen</th>
<th>Leslie</th>
<th>Chris</th>
<th>Darlene</th>
<th>Amy</th>
<th>Mary</th>
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<tbody>
<tr>
<td><strong>Years of Nursing Experience</strong></td>
<td>24 years</td>
<td>28 years</td>
<td>38 years</td>
<td>18 years</td>
<td>30 years</td>
<td>20 years</td>
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<tr>
<td><strong>Years of Hospice Experience</strong></td>
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<td>13 years</td>
<td>3 years</td>
<td>4 years</td>
<td>10 years</td>
<td>14 years</td>
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<td>Associate Degree in Nursing</td>
<td>Baccalaureate of Nursing</td>
<td>Masters of Science in Nursing</td>
<td>Associate Degree in Nursing</td>
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<td><strong>Hospice Role</strong></td>
<td>Triage Nurse</td>
<td>Case Manager</td>
<td>Case Manager</td>
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Generation of Data

- **Two part interviews**  (Bertaux & Kohli, 1984)
  - Open ended questions
  - Sensory ethnographic interviews  (Pink, 2010)

- **Hand written field notes**
Data Analysis

- Core story creation (Emden, 1998)
  - Reduced full length stories to depict ethical dilemmas
  - Returned core stories to participants
- Thematic analysis (Braun & Clarke, 2006)
  - Became familiar with data
  - Generated initial codes
  - Searched for themes
  - Reviewed themes
  - Defined and named themes
FINDINGS
Core Story Creation

• Dilemmas focused on conflicts with family
• Dilemmas focused on conflicts with employer
• Dilemmas focused on interference with other stakeholders
Ethical Dilemma

• “I had to go out and see somebody that was probably dying. I put them on a watch. They (family) wanted to try everything before he died even rectal antibiotics. I just thought you really want to do this for a person who's dying. But that's the family's choice. That's what they wanted to do. So that's what we did. It was their last attempt. A lot of it is what they (patients) want to do. And what their families want. So that's what they want to do, so that's what you do.”
Thematic analysis

• Situational Context
  • Theme: Ethics within Practice

• Deliberations
  • Theme: Ethical Knowledge

• Ethical Actions
  • Theme: Ethical Solutions
Situational Context: Ethics within Practice

• Subthemes

  • Nurse’s moral insights: “I just know what the right thing to do is.”
  • Nurse’s can not do it alone: “I have a lot of resources...I have a big team that I can go to.”
  • Nurse’s roles: “And after spending... four hours with them, I get them out of pain. That is a big success.”
Deliberations: Ethical Knowledge

• Subthemes

  • Importance of education: “You have got to educate yourself, and then put it out there.”
  • Knowledge through formal education: “I remember being in that class … and I don't remember a darn thing about it.”
  • Knowledge through experience: “Usually, if you trust your gut, … you'll find that … oh, I did a good thing.”
  • Not knowing: “I can't remember that anymore.”
Ethical Actions: Ethical Solutions

• Subthemes
  • Following the rules: “I had to figure out what I could do for him to benefit him ... without doing something against company policy.”
  • Acts of resistance: “I also fight with the fact that I'm not really representing the true condition of the patient because I have to lie to get a medication for them that really and truly we should be paying for.”
Implications for Education

• Narratives add context to ethical situations
  • Social, political, and personal issues
• Narratives enable different forms of knowledge to emerge
  • Experiential and intuitive knowledge
• Narratives reveal the wisdom of experienced nurses
Questions/Contact Information

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