

# USING NARRATIVES TO INFORM NURSING ETHICS EDUCATION

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# 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

- **Situated Knowledge** (Code, 1991; Haraway, 1988; Harding, 1991, Harding, 1993)
- **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

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# Demographics

	Ellen	Leslie	Chris	Darlene	Amy	Mary
Years of Nursing Experience	24 years	28 years	38 years	18 years	30 years	20 years
Years of Hospice Experience	8 years	13 years	3 years	4 years	10 years	14 years
Education level	Baccalaureate of Nursing	Baccalaureate of Nursing	Associate Degree in Nursing	Baccalaureate of Nursing	Masters of Science in Nursing	Associate Degree in Nursing
Race/ Ethnicity	Caucasian	Caucasian	Caucasian	Asian	African American	Caucasian
Hospice Role	Triage Nurse	Case Manager	Case Manager	Case Manager	Case Manager	Case Manager

# 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

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# 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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