

Welcome

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

A DNP Capstone

INACSL
CONFERENCE,
2016



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Gaylord Texan
Resort
Grapevine, TX



Cynthia S. Randall, DNP, RN, CNL

INACSL CONFERENCE, 2016



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



Objectives

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.



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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.

- **Ethics is foundational to the discipline of nursing** (AACN, 1998; ANA Code of Ethics, 2015; Benner, Sutphen, Leonard & Day, 2010; IOM, 2011).
- **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).
- **Clinical instructors are hired often with limited to no formal education in nursing education** (AACN 2005; Dahlke et al. 2012; Davidson & Rourke, 2012; Duffy et al. 2008; Dunphy-Suplee et al, 2014; Hewitt & Lewallen, 2010; Krautscheid et al. 2008; NLN, 2003; 2013; Poindexter, 2013).

To improve the educational experience of clinical instructors in the teaching of ethics to students in the clinical setting.

The keel of the boat.....

“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.**
- **The workplace - difficult environments for nurses to navigate.** (Corley 2002; Epstein & Carlin, 2012; Epstein & Delago, 2010; Erdil & Korkmaz, 2009; Goethals et al., 2010; Levett-Jones et al. 2009; Numminen & Leino-Kilpi, 2007; Rodney & Street 2004).

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

- **Limited research, preparation or education to assume the clinical instructor role** (AACN 2005; Cangelosi et al. 2009; Dahlke et al. 2012; Davidson & Rourke, 2012; Duffy et al. 2008; Dunphy-Suplee et al, 2014; NCSBN, 2008; NLN, 2008; Hewitt & Lewallen, 2010; Krautscheid et al. 2008; Nummenin & Leino-Kilpi 2009; Poindexter, 2013).
- **“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; Krautschild, 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)

Setting

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: $n=8$





Data Collected and Analyzed

Demographics

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graph TD; A[Demographics] --> B[Pre- and Post-intervention Assessments]; B --> C[Narratives];
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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.

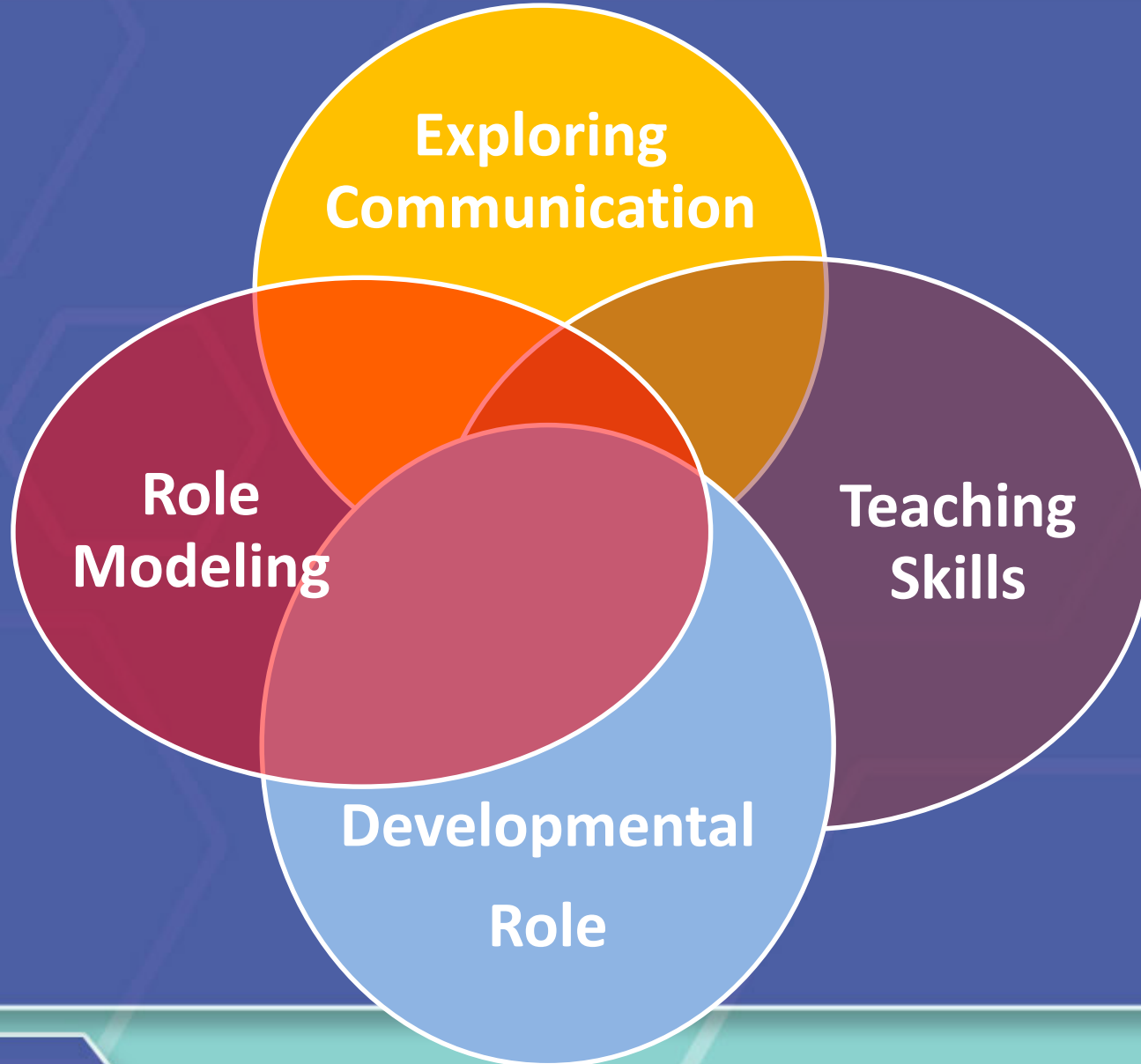
Pre-Assessment Survey: (n=6)

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



Written Narratives – Post intervention



Concept

KNOWLEDGE Pre/Post

CONFIDENCE Pre/Post

Moral vs. ethics

.181

.059

Ethical issues

.02*

.029*

Moral distress

.043*

.043*

Ethical principles & theories

.282

.059

Ethical decision making
framework

.020*

.029*

Code of Ethics

.414

.282

Recognizing ethical dilemmas

.020*

.005*

Managing conflict in difficult
ethical situations

.043*

.020*

Ethical resources

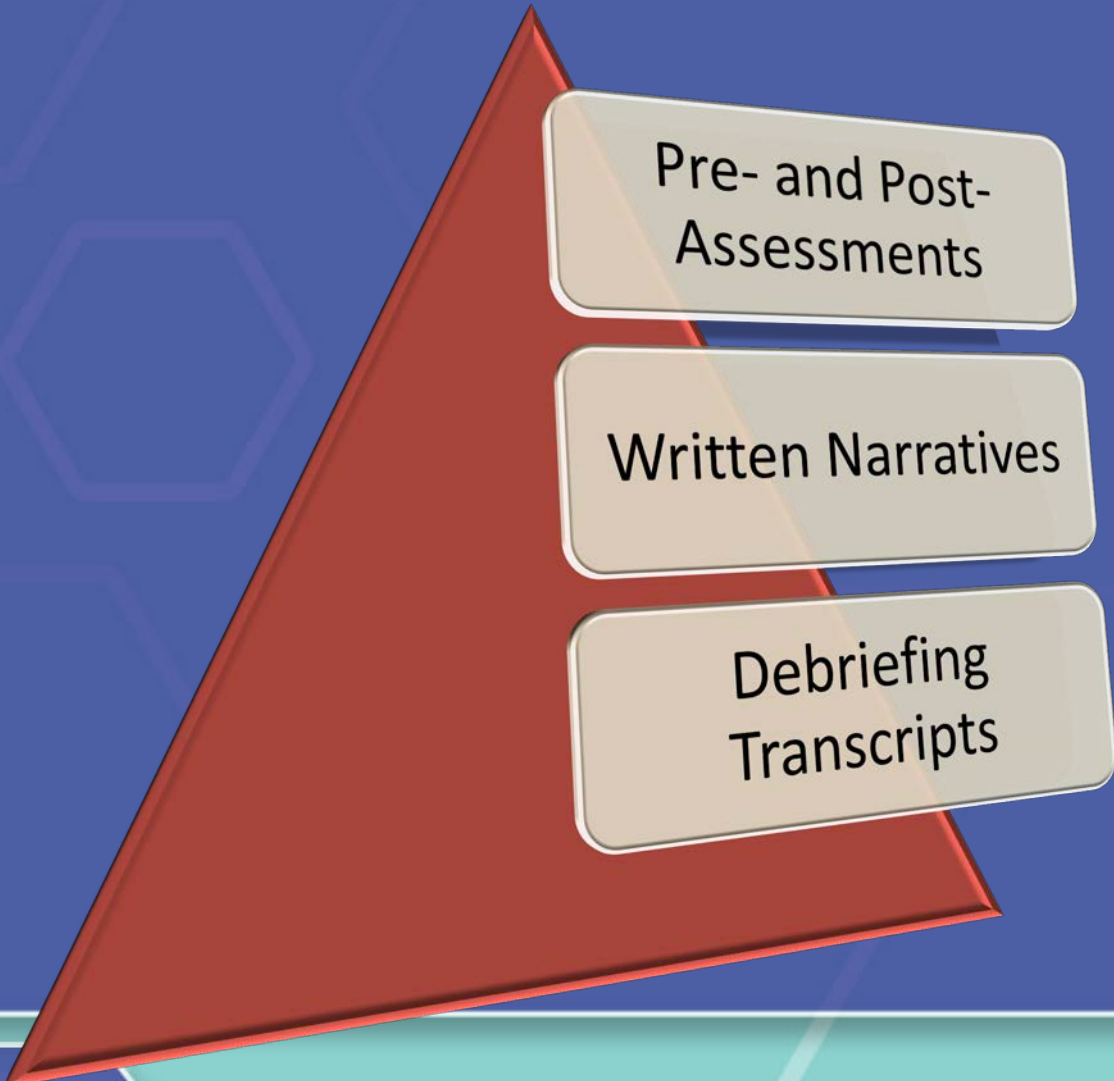
.059

.043*

*Level of significance $p < .05$



Triangulation of Data



Pre- and Post-
Assessments

Written Narratives

Debriefing
Transcripts

Discussion

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

Discussion

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)**

Instruments

**Use of
audiotapes**

**Sustained
practice
cannot be
determined**

Impacts for the student who will soon be a Registered Nurses:

- **Ethics Competency and Foundational** (ANA, 2015, AACN, 1998).
- **Fostering ethical formation (moral development) & moral responsibility** (Benner, 1991, 2010 & 2012; Doane, 2002 & Lindhl et al., 2007 & Palmer, 2007)
- **Fostering moral community** (Benner, 1991, 2010 & 2012; Doane, 2002 & Lindhl et al., 2007 & Palmer, 2007)



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



Recommendations: Research

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



References

A copy of a reference list is located at the podium.

THANK YOU!



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