

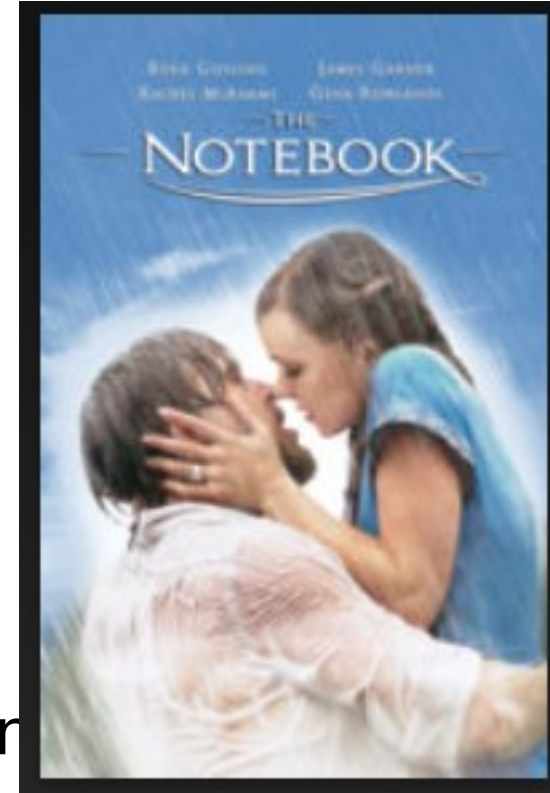


**Using Technology and
Innovative Strategies
to Promote QSEN
Competencies of
Patient-Centered
Care and Safety**

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Background

- Centered on the Film “The Notebook” (Nicholas Sparks, 2004)
- The first half of the movie is centered on the the teens falling in love but break up but later get reunited and live happily ever after...
- The second half of the movie portrays Noah reading to Allie from a journal in attempt to reorient Allie to reality



The Notebook ©
2004 New Line
Productions, Inc.



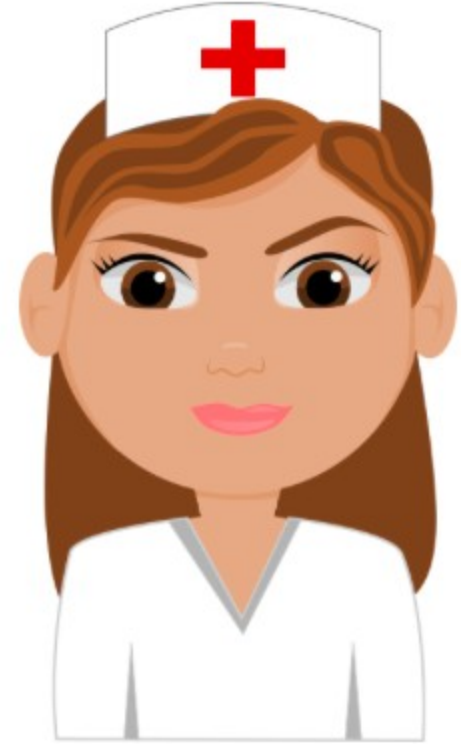
The Ethical Dilemma

- The remainder of the film fast forwards to Noah and Allie in their senior years
- Allie is suffering from mid-stage Alzheimer's Disease
- Noah reads to Allie from a notebook
- While visiting Allie one evening, Allie experiences "sundowners"
- Noah experiences a heart attack and is unable to visit



The Ethical Dilemma Continues to Unfold...

- Once released from the acute area of the hospital, Noah requests permission to visit
- The nurse replies “no, you know this is against the rules”
- The nurse leaves the unit, on a quest for ‘coffee’
- Noah gets to see Allie





Case Study Method



- Provide background to students (many have seen)
- Students watch scenes 18-20 (20 minutes)
- Have tissues available (the last scene is sad)
- Instruct students to pay attention to the scene in which the nurse leaves the nurses station to “go get coffee” and instructs Noah “visiting is not allowed and that he should go back to his room”.
- After the selected scenes, ask students to reflect on the nurses’ actions and then decide what they would do in a similar situation (pre-survey)

A Systematic Approach to Problem Solving

1. Identify the **dilemma** (problem)
2. Identify all **stakeholders**
3. Identify **legal and ethical** issues related to the actions of the nurse
4. Weigh **risk versus benefits**
5. Identify **alternative** solutions



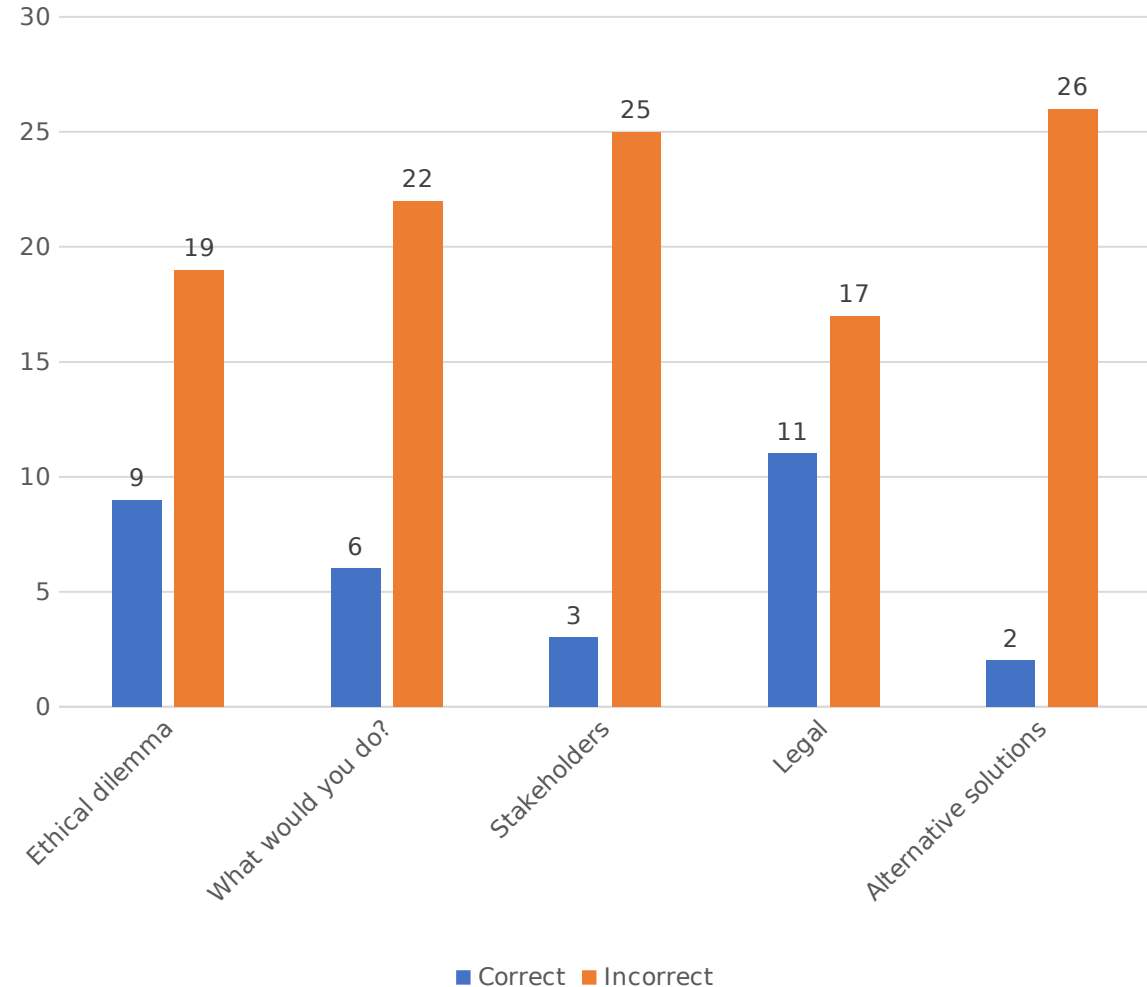
Post-Survey

1. Identify the ethical dilemma
(Should the nurse break the rules?)
2. What would **you** do if you were the nurse?
(Should the Nurse allow the visit?)
3. Who are the stakeholders?
(Anyone that would be affected by the decision)
4. Name any potential legal implications for leaving the unit? *(malpractice, negligence etc)*
5. Identify an alternative solution?
(Seek guidance from a charge nurse, supervisor)



Results

- Identify the **ethical dilemma** (*Should the nurse break the rules?*)
- What would **you** do if you were the nurse? (*not leave the unit, unsupervised*)
- **Who** are the **stakeholders?** (*Anyone that would be affected by the decision*)
- Name any **potential legal implications** for leaving the unit? (*malpractice, negligence etc*)
- Identify an **alternative solution?** (*Involve supervisor or charge nurse?*)





Conclusions

- After completing the post-survey, the majority of students (92%) would NOT break the rules without discussing the ethical dilemma with a supervisor or charge nurse.
- Ethical dilemmas require a systematic approach when analyzing.
- The case study teaches students the importance of considering all potential consequences, including stakeholders and legal implications.
- Students can be taught that when policies and procedures are not followed, they could be held liable.
- QSEN competencies were demonstrated to be met

References

- QSEN.org retrieved from <http://qsen.org>
- The Notebook, © 2004 New Line Productions, Inc.