# Teaching and learning nursing ethics in 2015: state of art and best practice

## FINE Workshop, Rome Italy 30.4.2015

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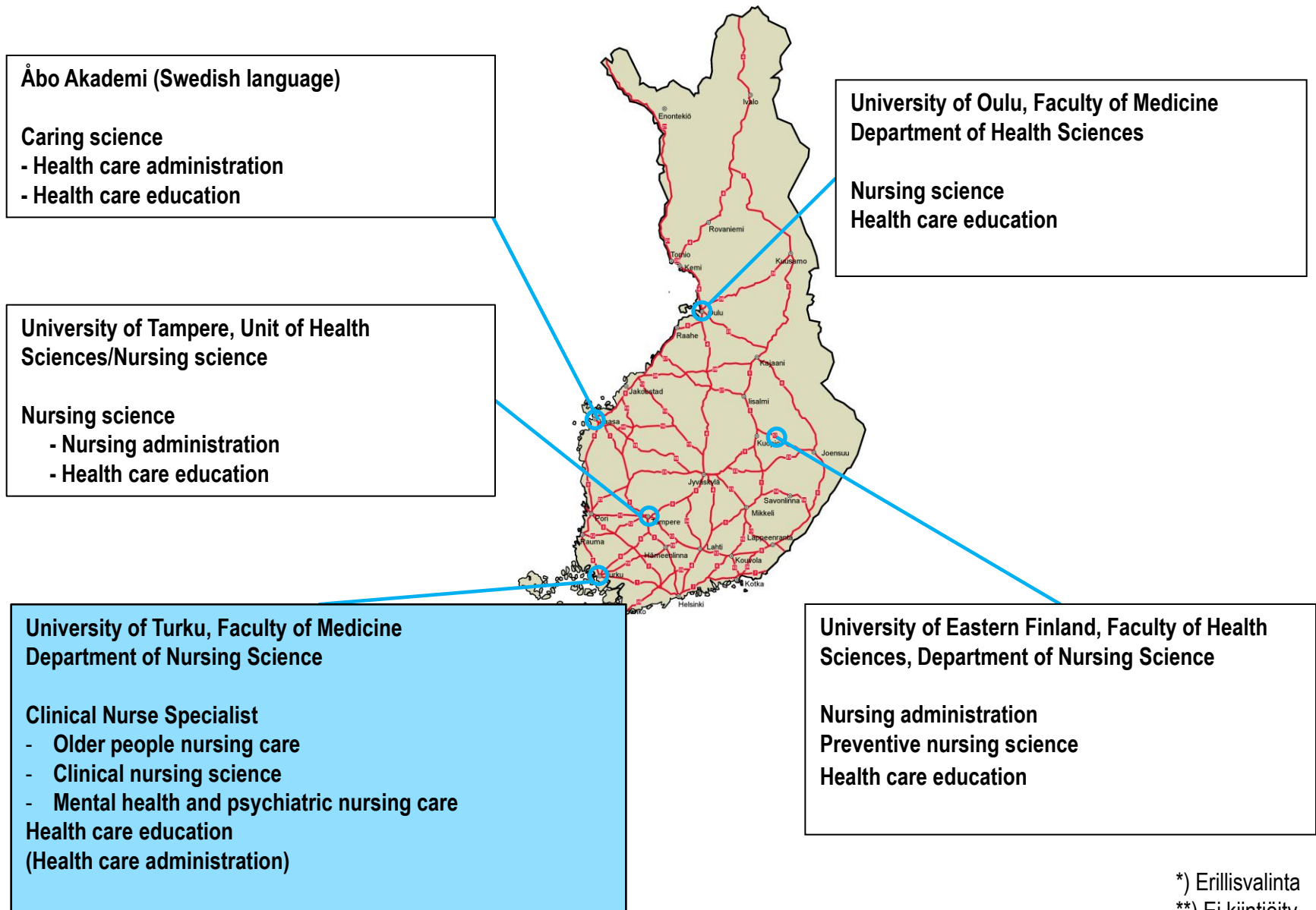**of Southwest Finland**

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# Academic nursing education in Finland /Universities – university master and PhD

**Åbo Akademi (Swedish language)**

**Caring science**
**- Health care administration**
**- Health care education**

**University of Tampere, Unit of Health Sciences/Nursing science**

**Nursing science**
  **- Nursing administration**
  **- Health care education**

**University of Oulu, Faculty of Medicine Department of Health Sciences**

**Nursing science**
**Health care education**

**University of Turku, Faculty of Medicine Department of Nursing Science**

**Clinical Nurse Specialist**
-   **Older people nursing care**
-   **Clinical nursing science**
-   **Mental health and psychiatric nursing care**
**Health care education**
**(Health care administration)**

**University of Eastern Finland, Faculty of Health Sciences, Department of Nursing Science**

**Nursing administration**
**Preventive nursing science**
**Health care education**

\*) Erillisvalinta
\*\*) Ei kiintiöity

# Health Care Education



## Clinical Nursing Science and Health Care Services

## Gerontological Nursing Science and Health Care Services

# Value Basis and Ethics in Nursing

# Acknowledgements

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                               Science

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http://www.utu.fi/en/units/med/units/hoitotiede/research/projects/Pages/
home.aspx

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# Starting point

Nursing/Health care is an ethical profession
⬇
Every nurse/professional has high ethical requirements
⬇
Every nurse/professional has to have ethical education
⬇
Need for research in nursing/health care ethics education

* ICN 2012 http://www.icn.ch/images/stories/documents/about/icncode_english.pdf
International Care Ethics Observatory, http://www.surrey.ac.uk/fhms/research/centres/ICE/
* Reflection-network, Europe, Complex interventions, http://www.reflection-network.eu/
European Academy of Nursing Science, http://www.european-academy-of-nursing-science.com/
*EU Health Strategy: http://ec.europa.eu/health/health_structural_funds/health_cooperation/health_strategy/index_en.htm
* OECD: http://w ww.oecd.org/health/health-systems/healthworkingpapers.htm
* WHO Health: http://www.euro.who.int/en/health-topics/health-policy/health-2020-the-european-policy-for-health-and-well-being

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SPRING 2010

*At the Bedside*

"Third Generation" Ethics: What Careproviders Should Do *Before* They Do Ethics
Edmund G. Howe

*Features*

Toward Competency-Based Certification of Clinical Ethics... Four-Step Process
...Sharp,
...sh

...Illness and
...Critical Care

Breach Notification and the Law
Sharona Hoffman

Therapeutic Privilege
S. Van McCrary

Patients' Expressed and Unexpressed Needs for Information for Informed Consent
Rebecca L. Volpe

Reasoning in the Capacity to Make Medical Decisions: The Consideration of Values
Michele J. Karel, Ronald J. Gurrera, Bret Hicken, and Jennifer Moye

*Law*

Legal Briefing...

...Breach of
...McMahon,
...ron P. Dougla
...d Judicial
...ssociation

...ecting Patients
...lth Record
...S. Parker

...Are Electronic
...cords?

Journal of **Medical Ethics**

Journal of the Institute of Medical Ethics

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THE HASTINGS CENTER **REPORT**

VOLUME 40, NO. 4 • July-August 2010

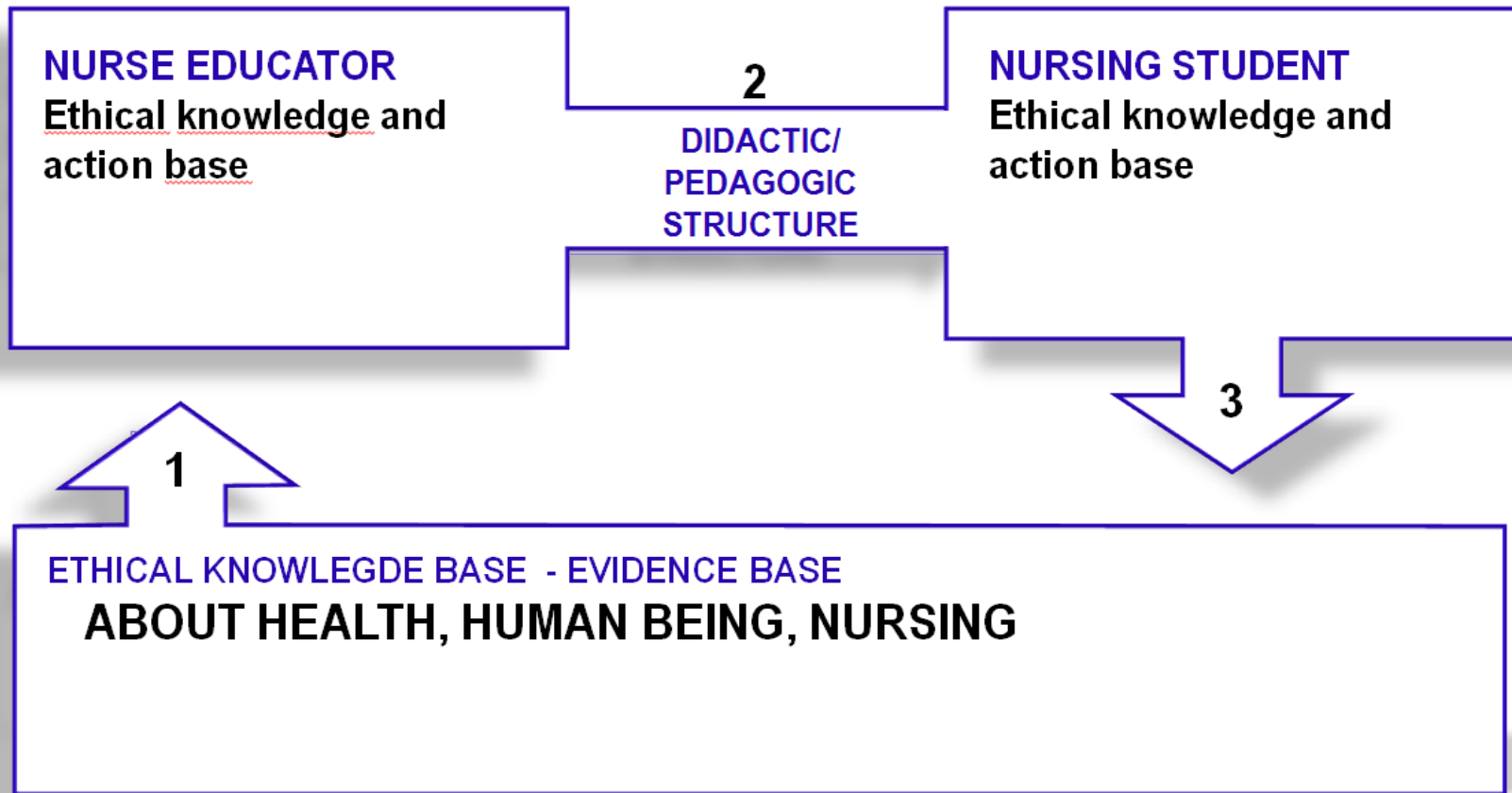1970 • 40 YEARS • 2010

**Summer Reading**
Bioethics through Story

**Fowler M & Davis A 2013 Ethical issues occurring within nursing education. Nursing Ethics 20(2) 126–141 (excellent writing identifying ethical issues inside nursing education!)**

"Another domain in which new ground may be turned is that of ethical issues in nursing education. The nursing literature does contain articles on specific ethical issues that arise within the context of nursing education.

*However, there is nothing in the nursing ethics literature in English that comprehensively or systematically addresses ethical issues arising within the context of nursing education; here is a point at which new ground is ready to be plowed."*

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# Perspectives of ethics education (Leino-Kilpi 2001)



**NURSE EDUCATOR**
Ethical knowledge and action base

**2**
DIDACTIC/
PEDAGOGIC
STRUCTURE

**NURSING STUDENT**
Ethical knowledge and action base

**3**

**1**

ETHICAL KNOWLEGDE BASE - EVIDENCE BASE
**ABOUT HEALTH, HUMAN BEING, NURSING**

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# 1. Ethical knowledge and action base of nurse educators

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# Research in nursing/health care ethics

**Ethics is part of practical philosophy; human beings**

- **1970-1980s: nursing ethics as a discipline in applied ethics**
- **2013 two decades of Nursing Ethics-journal** (Nursing Philosophy, Medical Ethics, Clinical Ethics, Hastings Center Report…)
- **Theoretical research (main) – consequentialism/non-consequentialism (deontology)**
- **Empirical research in ethics** (Borry et al 2006):

    Prevalence of empirical studies in 1999-2003:
    Bioethics 6.6%,
    Cambridge Quarterly of Healthcare Ethics 5.6%,
    Hastings Center Report 0.9%,
    J of Clinical Ethics 15.4%,
    J of Medical Ethics 16.8%,
    Theoretical Medicine and Bioethics 3.2%,
    Nursing Ethics 39.5%

Borry P., Schotsmans P. & Dierickx K. (2006) Evidencebased medicine and its role in ethical decision-making. *Journal of Evaluation in Clinical Practice.*

- **12**
. .312-318.

# Characteristics of health care/nursing ethics research
**(health care ethics integrates elements of medical/nursing/professional/organisational theories)**

**Principlism** **(e.g. autonomy, beneficence, non-maleficence, justice, Beauchamp & Childress 1979-2012/7 ed, eg Quaghebeur et al 2009, Kangasniemi 2010)**

> critique: one act-process, life/death-daily care, professional-health care team, clinical context – institutional and societal context

**Characteristics** **of human beings** **(e.g. virtues)**

**Rights – duties of professionals/patients** **(McCormick 2011)**

**Lived experience** **of human beings** **(e.g. vulnerability, dignity  - care)**

**Ethical decision-making is multidimensional/-professional (dialogue between all)**

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# Future areas of research in ethics (e.g. Kaaron & O'Ferrall 2000, Morrison 2009, Chadwick et al 2011)

- **Philosophical foundations of nursing ethics**
- **Ethics in educational activities** (e.g. Redman 2005,2008, Numminen et al 2007, Salminen et al 2013)
- **Ethics of health promotion (school health, health habits)**
- **Ethics of aging population** (e.g. van der Dam et al 2014, Suhonen et al 2010)
- **Ethics of patients with memory disorders/dementia** (e.g Buller 2014)
- **Ethics of eHealth (ambulatory/outpatient care**, Pagno 2002, Barina 2014)
- **Ethics of genetics (genomic, biobanks**, e.g. Clarke 2014, Master et al 2014)
- **Ethics of screening** (e.g. Juth & Munthe 2012)
- **Ethics and cultural issues** (e.g. Betancourt et al 2002, Scott et al 2003, Leino-Kilpi et al 2003, Silen et al 2007, Wadenstein et al 2008)
- **Ethics of pandemies/travelling of people/tourism** (e.g. Bustamante 2014)
- **Ethics of organisations/leadership/management** (e.g.

- **Empirical clinical ethics** (e.g. Berger 2014)

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# Research in nursing ethics education

- Medline search, 10 yrs/ethics education AND nursing Or health care → 71 → 31 references

- **Country specific** descriptions of ethical education:

Lithuania (Toliusiene & Peicius 2007), Brazil (Souza Ramoes et al 2013), Danemark (Birkelund 2000)

- **Spesific for different disciplines** (Egan et al 2004/medicine-law)

- **Spesific for teachers** (Warnick & Silverman 2011, Salminen et al 2013

- **Personal views/experiential views** (Benari 2009)

- **Spesific for different clinical fields** (Koskenniemi J, Leino-Kilpi H, Suhonen R. 2013. Respect in the care of older patients in acute hospitals. Nursing Ethics 20(1):5-17

Iltanen S, Leino-Kilpi H, Puukka P & Suhonen R. 2012  Knowledge about patients` rights among professionals in public health care in Finland. Scandinavian Journal of Caring Sciences. 26(3):436-48.)

- **Variation in structure and curricula in nursing education** (Lahtinen et al 2014)

- **Variation in the role of nursing and goal of it** (Woods 2005)

- **Changes in the concept of competence** (Axley 2008, Scott Tilley 2008, Valloze 2009, Kajander-Unkuri et al)

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# Ethical issues of nurse educators

- **Mobbing** (Yildirim D, Yildirim A and Timuchin A. 2007. Mobbing behaviors encountered by nurse teaching staff. Nurs Ethics 14(4): 447–463.)

- **Concerns of reviewers/editors/writing** (Freda MC & Kearney MH. 2005 Ethical issues faced by nursing editors. West J Nurs Res 27(4): 487–499; Broome M, Dougherty MC, Freda MC, et al. 2010 Ethical concerns of nursing reviewers: an international survey. Nurs Ethics 17(6): 741–748; Wiwanitkit V. 2011 Ethical concerns of reviewers: more issues. Nurs Ethics 18(6): 862.

- **Competence of educators** (Salminen L, Stolt M & Leino-Kilpi H. 2010. The Competence of Nurse Educators – Future requirements in Europe. EONS (European Oncology Nursing Society) Newsletter, Spring 2010, 26–27; Salminen L, Stolt M, Koskinen S, Katajisto J & Leino-Kilpi H. 2013 The competence and the cooperation of nurse educators. Nurse Education Today. 2013 Nov;33(11):1376-81.

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- **How do nurse educators assess their knowledge of ethical principles inherent in the professional codes of ethics governing their work? N=342 Finnish nurse educators/questionnaire**
- **How do nurse educators assess the implementation of ethical principles of fairness and respect in their work in relation to their students, colleagues, clinical instructors, superiors, and society?**

## Knowledge about ethical principles:

**Educators assessed their knowledge of ethical principles as guiding their work as good (mean 4.43, Sd 0.67). Educators in the age 46-56 assessed their knowledge of the ethical principles as better than educators under-45 age ($p$ = 0.021).**

**Educators whose experience in health care or as an educator was 10-20 years assessed their knowledge of the ethical principles as better than those 0-5 years ($p$ < 0.006).**

## Implementation of ethical principles:

| | |
|---|---|
| **Educators fairness towards others** | **Mean 4.38 (SD 0.52)** |
| **Educators respect for others** | **Mean 4.03  (SD 0.56)** |
| **Other persons respect towards educators** | **Mean 3.98  (SD 0.54)** |
| **Respect of educators in society** | **Mean 3.17  (SD 0.83)** |

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# 2. Didactic/pedagogic structure of teaching ethics

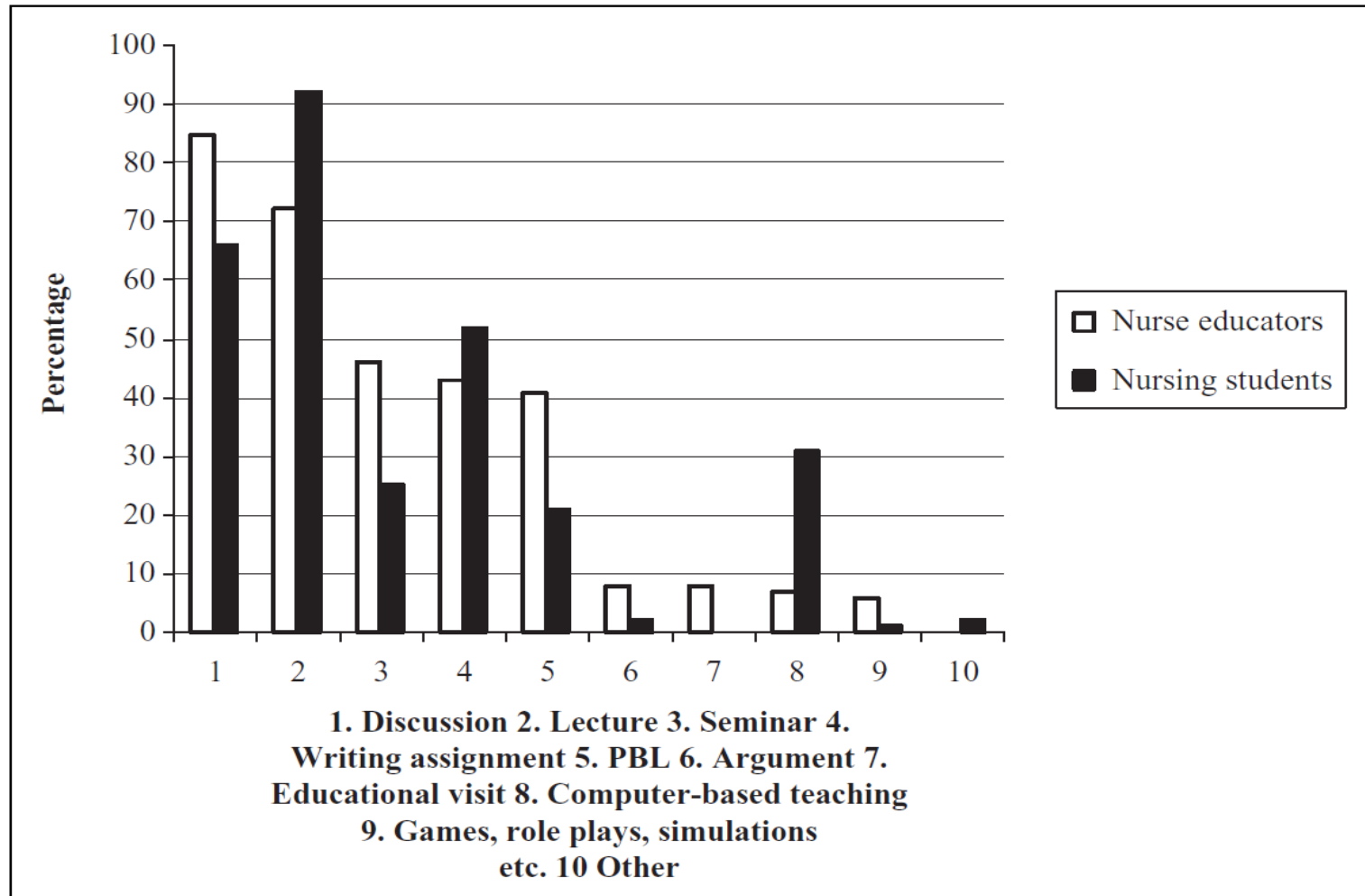Turun yliopisto
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# Different curricula decisions- no best practice

- **Discipline-specific courses (e.g. Silva & Gillett 1996)**
- **Interdisciplinary courses (Caldicott & Braun 2011)**
- **Distinct / stand-alone courses**
- **Courses integrating ethical concepts and/or frameworks**
- **Both distinct/stand-alone courses  and nursing courses intergrating ethical content**

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Numminen O[1], Leino-Kilpi H, van der Arend A, Katajisto J. 2011 **Comparison of nurse educators' (n=183) and nursing students' (n=214) descriptions of teaching codes of ethics.** Nurs Ethics. 18(5):710-24.



1. Discussion 2. Lecture 3. Seminar 4.
Writing assignment 5. PBL 6. Argument 7.
Educational visit 8. Computer-based teaching
9. Games, role plays, simulations
etc. 10 Other

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## Burkemper et al 2007 Ethics education in MSN programmes in USA (174 programmes participated

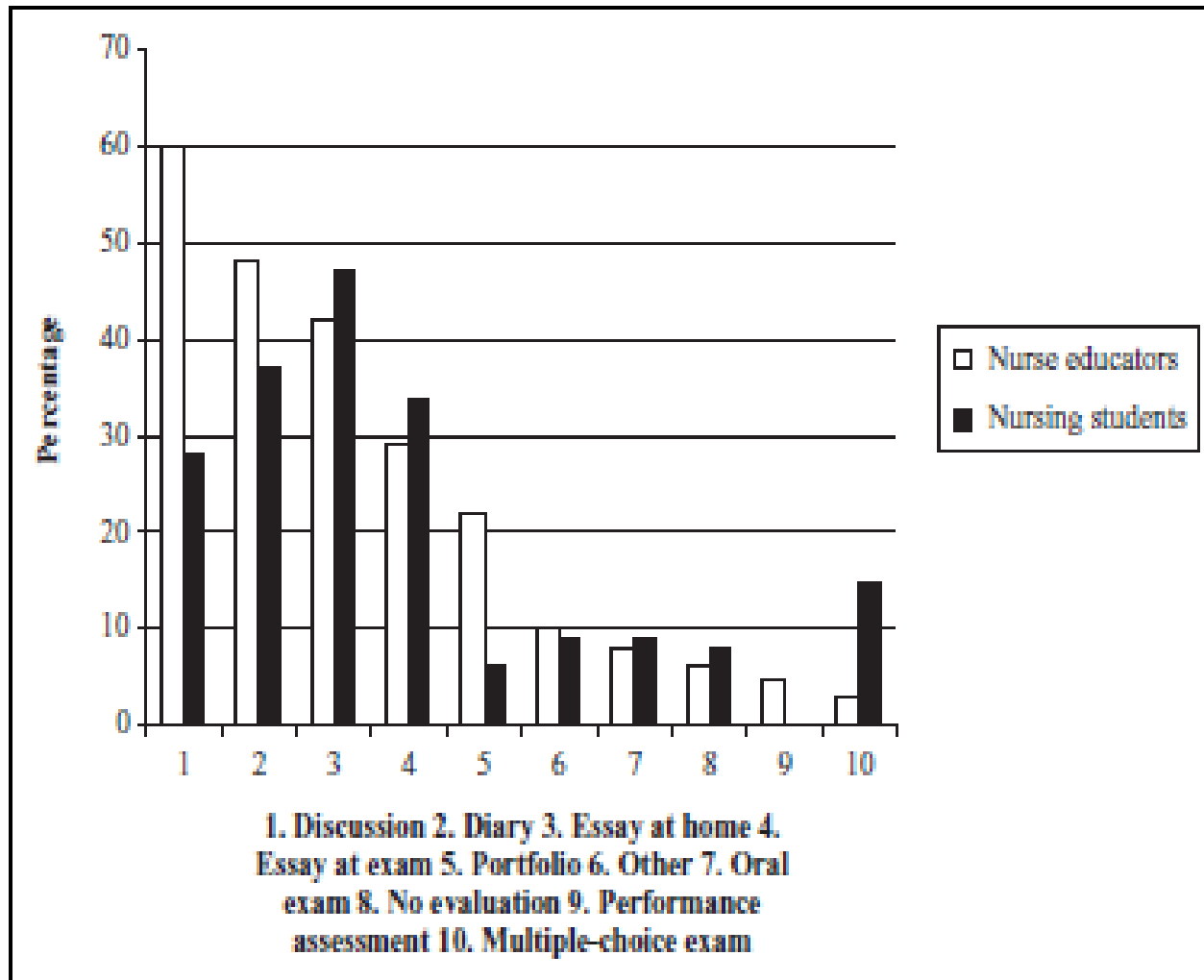| TEACHING METHOD | ALL SYLLABI THAT INDICATE TEACHING METHODS (n = 88) | |
|---|---|---|
| | FREQUENCY | PERCENT |
| Lecture or discussion with instructor (on-site or online) | 88 | 100.0 |
| Readings | 81 | 92.0 |
| Writing assignments | 72 | 81.8 |
| Student presentations (online or on-site) | 45 | 51.1 |
| Online discussion among students | 29 | 33.0 |
| Audiovisual media | 17 | 19.3 |
| On-site small-group discussions | 13 | 14.8 |
| Attendance at institutional ethics committee meetings | 5 | 5.7 |
| Role playing | 2 | 2.3 |

**Figure 3.** Educators' and students' descriptions of the used evaluation methods

1. Discussion 2. Diary 3. Essay at home 4. Essay at exam 5. Portfolio 6. Other 7. Oral exam 8. No evaluation 9. Performance assessment 10. Multiple-choice exam

# Experiential learning of empathy in a care-ethics lab

**Linus Vanlaere**

sTimul: Care-Ethics Lab, Moorsele, Belgium

**Trees Coucke**

sTimul: Care-Ethics Lab, Moorsele, Belgium

**Chris Gastmans**

Catholic University of Leuven, Belgium

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# 3. Ethical knowledge and action structure of nurse students

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**Cannaerts N et al 2014 Contribution of ethics education to the ethical competence of nursing students: Educators' and students' perceptions. Nursing Ethics 21(8), 861-878.**

* Review with 15 articles 1992-2012:

* The goal was to identify best practices for effective teaching in ethics.

- Most of the studies descriptive in nature, lack of intervention studies (only 1 randomized experimental design),  limited evaluation of psychometrics of instruments, convenience sampling, self-developed questionnaires.

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# General results (Cannaerts et al 2014)

- **Ethical competence defined: ethical perception, ethical reflection, ethical behaviour (see Gallagher 2006)**

- **Education in general increased:**

Ethical perception (importance of ethics, complexity of ethical issues);

Ethical reflection (awareness, positive argumentation)

Ethical behaviour (changes in own practice- minor)

- **Contribution of teaching methods:**

High variation in methods (case, group discussions, elearning, blended, story telling, …. Ethics-lab) and outcomes. Students' participation/personal involvement important.

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# General results, cont

- **Contribution of ethics content:**

**High variation (ethical theories, utilitarism/deontology, decision-making, codes, four-principles approach)**

Essential features: combination of theory and practice, organisational elements (eg timing), characteristics of teacher (inspiration, support, explicit knowledge base, ability to promote participation and group dynamics)

Summary: positive findings, but level of evidence is not high - need for further research

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# Students ethical competence (Kajander-Unkuri et al 2014, see also Epstein & Carlin 2012, Numminen et al 2008)

- Nurse Competence Scale NCS/Graduating nursing students in Finland (n=154)

**NCS category (highest level competence, max 100)**

**Helping role:**

Decision making guided by ethical values                    86.8

**Teaching-coaching:**

Providing individualized patient education                  83.1

**Diagnostic functions:**

Analysing patients well-being from many perspectives        84.7

**Managing situations:**

Prioritizing activities                                     77.4

**Therapeutic interventions:**

Planning own activities                                     78.7

**Ensuring quality:**

Commitment to my organisations care philosophy              75.7

**Work role:**

Acting autonomously                                         78.1

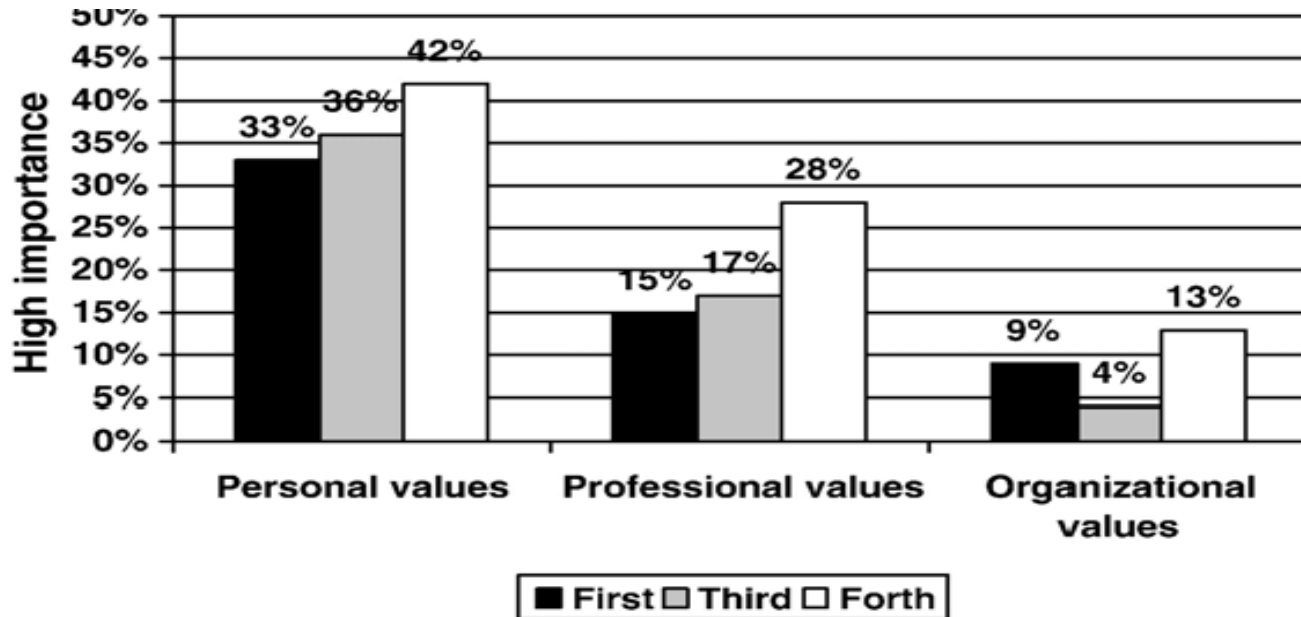**Hendel et al 2006/NURSING STUDENTS' PERCEIVED IMPORTANCE OF ORGANIZATIONAL VALUES n=496**



**Figure 3.** Differences in perception of values' importance between years of study (N = 496). The percentages of participants with a mean score ≥6.5 are shown. Scores ranged from 1 (*the least important*) to 7 (*the most important*).

# Actions improving ethics- content of education

**Ethical reasoning and behaviour** Goethals et al 2010 (39 studies), Dierckx de Casterle et al 2008 (9 studies)

- **Problems in conceptualisation** (used theoretical approaches: Kohlberg 1981, Beauchamp & Childress 1979, Gilligan 1982, deontological and theleological approaches)

- **Lack of instruments**

- **Differences** between ideal ethical decision and real ethical behaviours (Raines 2000, Kim et al 2007)

- **Conventional ethical reasoning** and practice (Dierckx de Casterle et al 2008)

Suhonen R, Stolt M, Virtanen H & Leino-Kilpi H. 2011. Organisational Ethics: a Literature Review. Nursing Ethics 18(3), 285–303.

Poikkeus T, Numminen O, Suhonen R, Leino-Kilpi H.2013 A mixed-method systematic review: support for ethical competence of nurses. Journal of Advanced Nursing 2013 Jul 19. doi: 10.1111/jan.12213.

Varjus S-L, Leino-Kilpi H & Suominen T. 2011. Professional autonomy of nurses in hospital settings – a review of the literature. Scandinavian Journal of Caring Sciences 25(1), 201–207

Aitamaa E, Leino-Kilpi H, Puukka P & Suhonen R. 2010. Ethical problems in nursing management: The role of codes of ethics. Nursing Ethics 17(4), 469–482
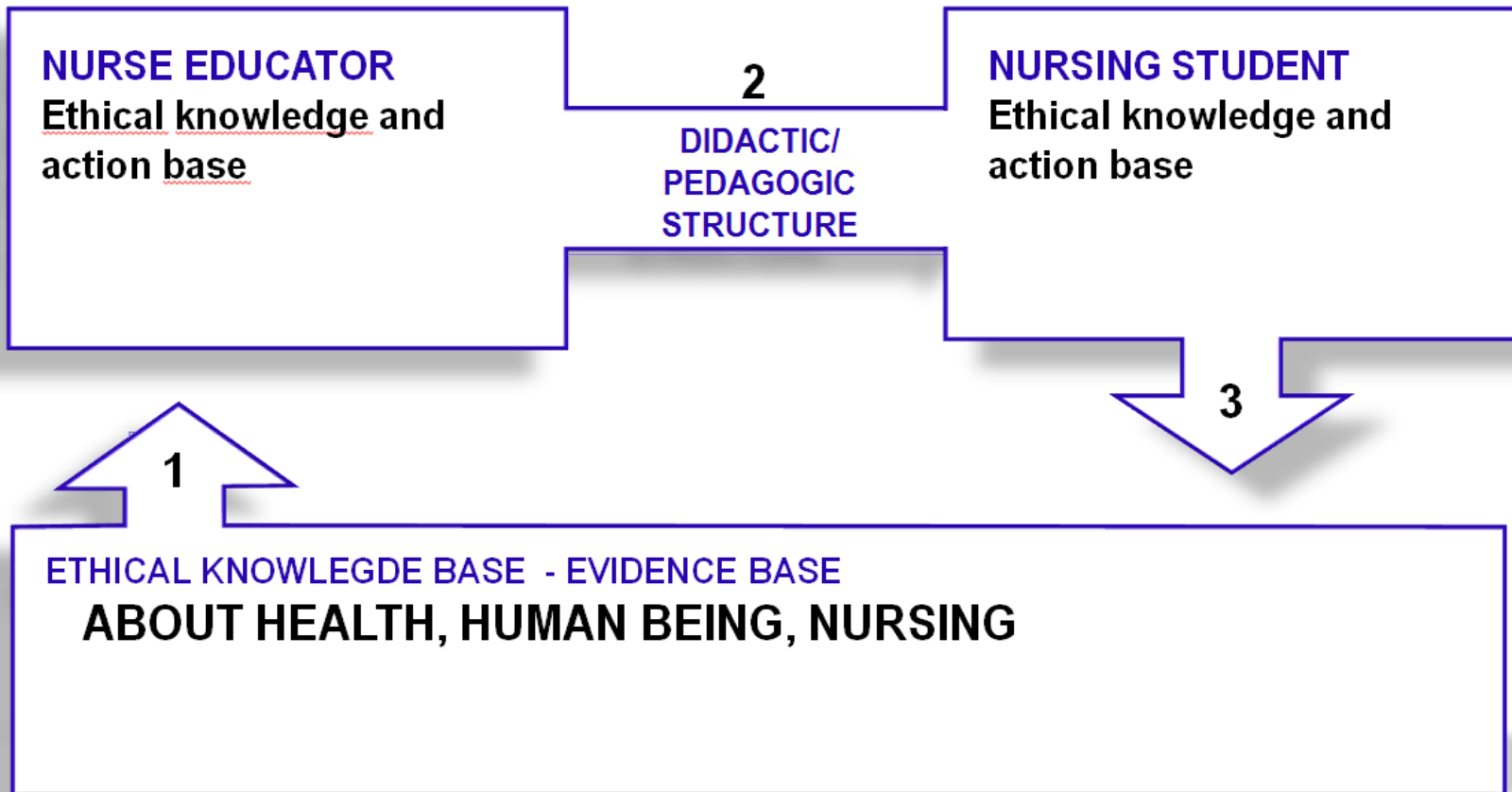
# Actions, cont.

- **Ethical rounds** (e.g. Svantesson et al 2007, 2008)→not stimulated ethical reflection - need to explore the leadership for reflective ethical practice (a follow-up intervention)

- **Ethical consultations** (e.g. Fox et al 2007)→high satisfaction of nurses

- **Ethics support, bioethicisits, senior mentors** → needed for retaining workforce (e.g. Ulrich et al 2010)

- **Diaries/notes/electronic**

- **Nurse-led shared care** (e.g for supporting autonomy, Moser et al 2007)

- **Plogs/chats/mobile applications for discussions** (Strandell-Laine et al 2014)

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# Perspectives of ethics education-summary (Leino-Kilpi 2001)



**NURSE EDUCATOR**
Ethical knowledge and
action base

**2**
DIDACTIC/
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**NURSING STUDENT**
Ethical knowledge and
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**3**

**1**

ETHICAL KNOWLEGDE BASE - EVIDENCE BASE
ABOUT HEALTH, HUMAN BEING, NURSING

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# Summary – knowledge base

**Ethical requirements are present in everyday nursing, in all context/countries, in all relationships, in all times**:

- **Nurse-patient**  **\*Nurse-nurse**
- **Nurse-other professional**  **\*Nurse-own profession**
- **Nurse-organisation**  **\*Nurse-society**

**Ethical competence is fundamental for other areas of competence**

**Ethical courage is a) part of competence and b) channel to express competence**  ↓

**\*importance of ethics education**

**\*need for stronger evidence**

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