

# **INCORPORATING A MODEL OF ETHICS INTO THE UNDERGRADUATE NURSING CURRICULUM**

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## **PURPOSE AND AIM OF THE STUDY**

**This study aimed to illuminate the meaning of the experience of  
accelerated nursing program graduates utilizing ethics in  
their nursing practice.**

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# RESEARCH QUESTION

**What is the experience of accelerated nursing program graduates utilizing ethics in their nursing practice?**

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# METHOD AND METHODOLOGY

Qualitative study based upon hermeneutic phenomenology

**Phenomenon:**

**Ethical Nursing Practice**

**Context:**

- **Accelerated Nursing Program Graduates**
- **Nursing Practice**

**Subject Recruitment Form, Participant's Rights, Informed Consent, Demographics, questionnaire, Interview**

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## **APPLIED METHOD AND SAMPLE**

**One on one interviews conducted**

**Sample: 10 graduates of accelerated nursing programs**

- **Average work experience: 2.93 years**
- **Average Age: 30 years old**
- **Gender: 8 Female/ 2 Male participants**
- **School: All graduated from an accelerated nursing program (average length of time 14.8 months)**
- **States of Residence: 4 states represented**
- **Interview type: Five face to face interviews, four FaceTime interviews, one phone interview**

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## **INCLUSION CRITERIA**

- **Have graduated from an accredited accelerated nursing program (no time limit was imposed regarding length of time since graduation)**
- **Hold a current license, in good standing, as a registered nurse**
- **Work as a registered nurse at present, full- or part-time, in any health care setting**

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## EXCLUSION CRITERIA

- No graduate work completed
- No master's degree in nursing
- Not a graduate of any accelerated program I taught in
- Not working in health care

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## MY PARTICIPANTS

1. Catherine
2. Joseph
3. Erica
4. Elena
5. Mia
6. Grace
7. James
8. Marie
9. Dot
10. Anna

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## **INTERESTING QUOTES ABOUT ETHICS**

**“What’s the line between being an ethical human and efficient nurse?” James**

**“It’s what you do when no one’s looking.”**

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## **THEMES**

- 1. The Nurse Serving as a Patient Advocate**
- 2. The Nurse Promoting a Dignified Death for a Patient**
- 3. The Nurse Fostering the Humane Side to Patient Care**
- 4. The Nurse Encouraging Virtuous Integrity**
- 5. The Nurse Actualizing Authentic Leadership**

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# THE SICILIANO-MCLAUGHLIN MODEL OF ETHICS



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## THE NURSE SERVING AS A PATIENT ADVOCATE

- Repeated during most interviews
- Cutting corners, staff vs. family conflict, relaying information to patients, accountability, HIPAA, & caring
- NGT example
- James “And we stayed up all night and we talked and we were debating, and I found myself really questioning, ‘Am I doing the right thing?’”
- “They deserve to be strapped down.”

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## **THE NURSE PROMOTING A DIGNIFIED DEATH FOR A PATIENT**

- **Nearly every participant discussed end-of-life care**
- **Level of care, patient vs. family wishes, staff and family conflict**
- **Born alive?**
- **How they want to die and how they actually die**
- **James “And we stayed up all night and we talked and we were debating, and I found myself really questioning, ‘Am I doing the right thing?’”**

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## **THE NURSE FOSTERING THE HUMANE SIDE TO PATIENT CARE**

- **Working with underserved populations, patients in difficult situations, preconceived notions, stereotypes, AMA, restraints & Pain**
- **“dead on a vent”**
- **“slow code”**
- **“you just treated me like a person, thank you”**

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## **THE NURSE ENCOURAGING VIRTUOUS INTEGRITY**

- **Cutting corners, errors in care (break in technique, errors in care, and medication errors), cheating, falsifying documents**
- **Nursing as an art and a science**
- **Virtue as second nature**
- **Aristotle viewed virtue as existing on a continuum of a right action**
- **Internal trait, taught by mom & dad**
- **Cheating in school, Grace wondered aloud if cheaters in school even really know the information to care for patients properly**
- **“Avoid the room to avoid the patient”**

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## **THE NURSE ACTUALIZING AUTHENTIC LEADERSHIP**

- **Nursing Leadership/management**
  - **Turning a blind eye to the situation**
  - **Favoritism/nepotism**
- **Preceptor Leadership during orientation**
  - **Errors in care, medication errors, cutting corners, falsifying documents**
- **Older experienced nurses**

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# AUTHENTICITY

- Centrally located – provided the framework for my study
- Three characteristics
  - Person needs to be fully aware of the present moment
  - The person lives in the moment by choosing how to live one's life
  - The person needs to take responsibility for the choice
- Defining attributes of authenticity
  - Self-discovery, realize personal potential, accept responsibility for actions & consequences, suffering may be involved, congruency in ideals, values, and actions in relation to self and others, life-long process

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# IMPLICATIONS FOR NURSING

- Nursing Ethics
  - ★ Must be social ethics
  - ★ Needs to be concerned with policies and structures related to the healthcare environment
- Three distinct findings:
  - ★ Report learning ethics while attending the accelerated program
  - ★ Presence of an innate sense of ethics prior to attending the accelerated program
  - ★ Evidence of the employment of the use of ethics in their nursing practice
- This study demonstrated evidence of the utilization of ethics in practice

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## RECOMMENDATIONS FOR NURSING EDUCATION

- ★ **Integration of a virtue-ethics approach to develop individual values**
- ★ **Must teach core competencies along with theories**
- ★ **Integration of case-based learning to support practical reasoning through the use of critical thinking**

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## REFERENCE

McLaughlin, M. A. S. (2016). *The experience of accelerated nursing program graduates utilizing ethics in their nursing practice*. Thesis (Ed.D.). Teachers College, Columbia University.

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