

간호윤리교육의 성과평가

간호윤리교육의 성과 평가를 위한 제언
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Content

- The four component model of morality (Rest, J.R.)
- Goals in the teaching of ethics (Callahan, D. & Bok, S.)
- Promoting integrity in research (IOM)
- Learning outcomes (Ozar, D.T.)

The Four Component Model of Morality

Rest's four component model of morality (Rest, 1984):

The constituent processes involved in producing moral behavior

Moral Sensitivity

- Interpreting the situation and identifying a moral problem
 - Involving empathy,
 - role-talking, and
 - figuring out how the participants in a situation are each affected by various actions

Moral Judgement

- Figuring out what one ought to do,
- Formulating a plan of action that applies the relevant moral standard or ideal
 - Involving concepts of fairness and justice, moral judgment, application of social-moral norms

Moral Motivation

- Evaluating the various courses of action for how they would serve moral or nonmoral values and
- Deciding what one will actually try to do
 - Involving decision-making process, value integration models, defensive operation

Moral Character

- Executing and implementing the moral plan of action
 - Involving “ego strength” and self-regulation processes

Goals in the Teaching of Ethics

Ethics teaching in higher education

: The Hastings Center (Callahan & Bok, 1980)

Goals in the teaching of ethics

- Stimulating the moral imagination
- Recognizing ethics issues
- Eliciting a sense of moral obligation
- Developing analytical skills
- Tolerating and reducing disagreement and ambiguity

Sources of Information

- Ways to acquire information about the efficacy and utility of teaching ethics in a course or program
 - Classroom observation
 - Written evidence
 - Interviews
 - Games & Simulation
 - Peer interviews
 - Observation outside the classroom
 - Tests

Evaluation Criteria

- Quality of arguments for moral views
- Mastery of theory and principles of ethics
- Identification of moral issues
- Ability to argue both sides of a position

Promoting Integrity in Research

Integrity in scientific research

Institute of Medicine(IOM) (Bebeau, 2014)

Promoting Integrity

- The education program should be built around the development of **abilities** that give rise to responsible conduct.
 1. Ethical sensitivity
 2. Ethical reasoning
 3. Identify formation
 4. Perform with integrity the complex tasks

Ethical Sensitivity

- Identify the ethical dimensions of situations that arise in the research setting and the laws, regulations and guidelines governing one's field that apply
- Be influenced by educational interventions
- Be related to ethical reasoning development
- Examples of measures:
 - Moral Sensitivity Questionnaire for nurses (Lutzen et al., 1997)
 - Dental Ethical Sensitivity Test for dentists (Bebeau & Rest, 1982)
 - Racial Ethical Sensitivity Test for school personnel (Brabeck et al., 2001)

Ethical Reasoning & Judgement

- Develop defensible rationales for a choice of action.
- Examples of measures:
 - The Defining Issues Test (DIT) (Rest, 1979)
 - Judgments about Nursing Decisions (JAND) (Ketefian, 1981)
 - Nursing Dilemma Test (NDT) (Crisham, 1981)

Identity formation

- Integrate the values of one's professional discipline with one's own personal values
- Appropriately prioritize professional values over personal ones showing moral motivation and commitment
- Examples of measures:
 - Professional Role Orientation Inventory(PROI) (bebeau & Monson, 2012)
 - Professional Identity Essay(PIE)

Perform with Integrity

- Perform with integrity the complex tasks (e.g. communicate ideas and results, obtain funding, teach, and supervise) that are essential to one's career(survival skills)

Learning Outcomes for Ethics

Ethics education from the point of view of a learning-outcomes-centered approach to curriculum design (Ozar, 2000)

Awareness

- Articulate Awareness of
 - Baseline values/principles/ideals
 - Additional values/principles/ideals (e.g., truth, beauty, justice, friendship...)
 - Conflicts of values/principles/ideals
 - The perspectives of each participant
 - values/principles/ideals relevant to student's specialized role

Reasoning/Reflective Skills

- Logical, conceptually clear, careful (recognizing presuppositions & objections)
- Employing useful conceptual tools
- Employing accepted standards of typical social roles
- Employing accepted standards of student's specialized role
- Recognizing the limits of one's own skills.

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