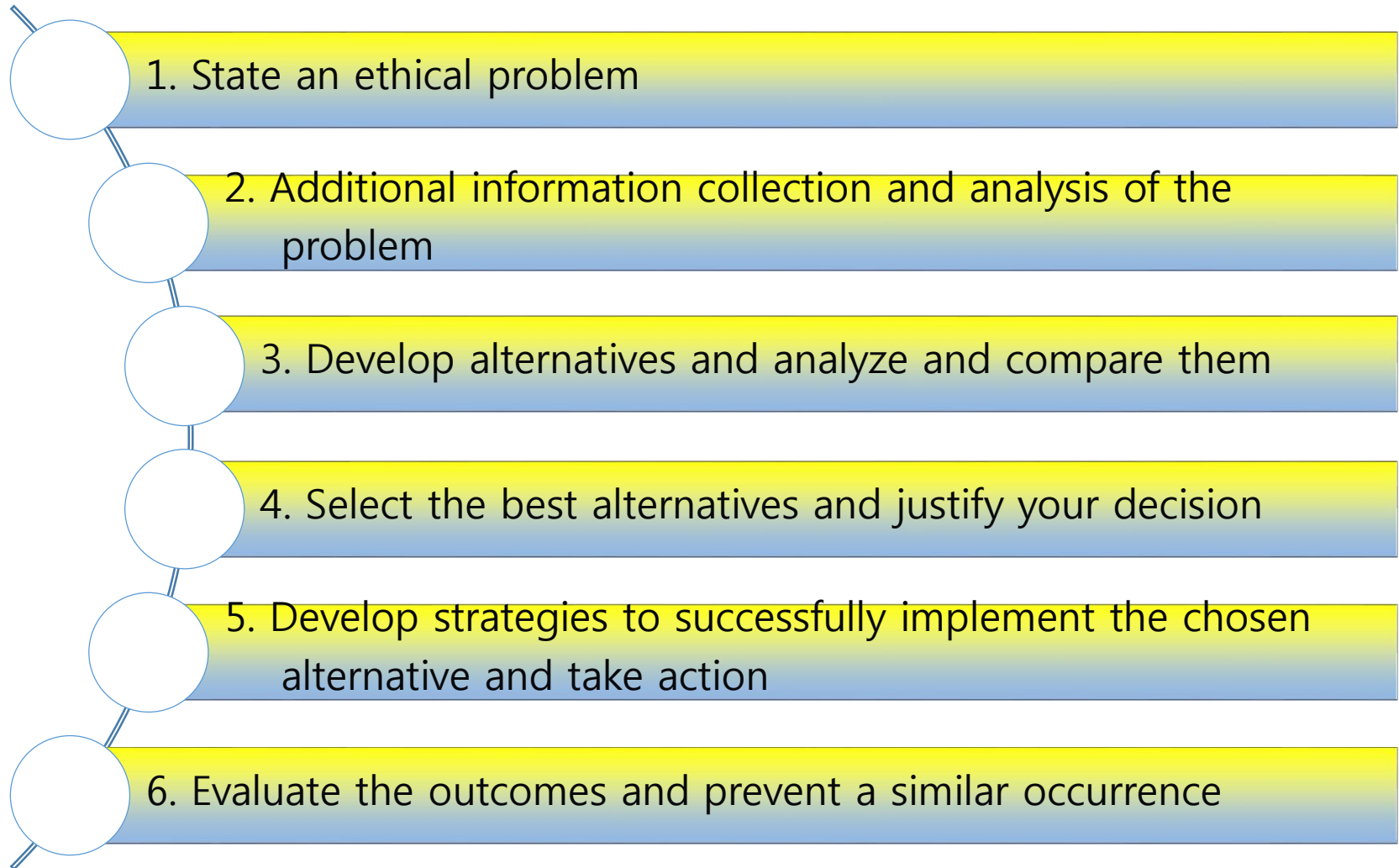


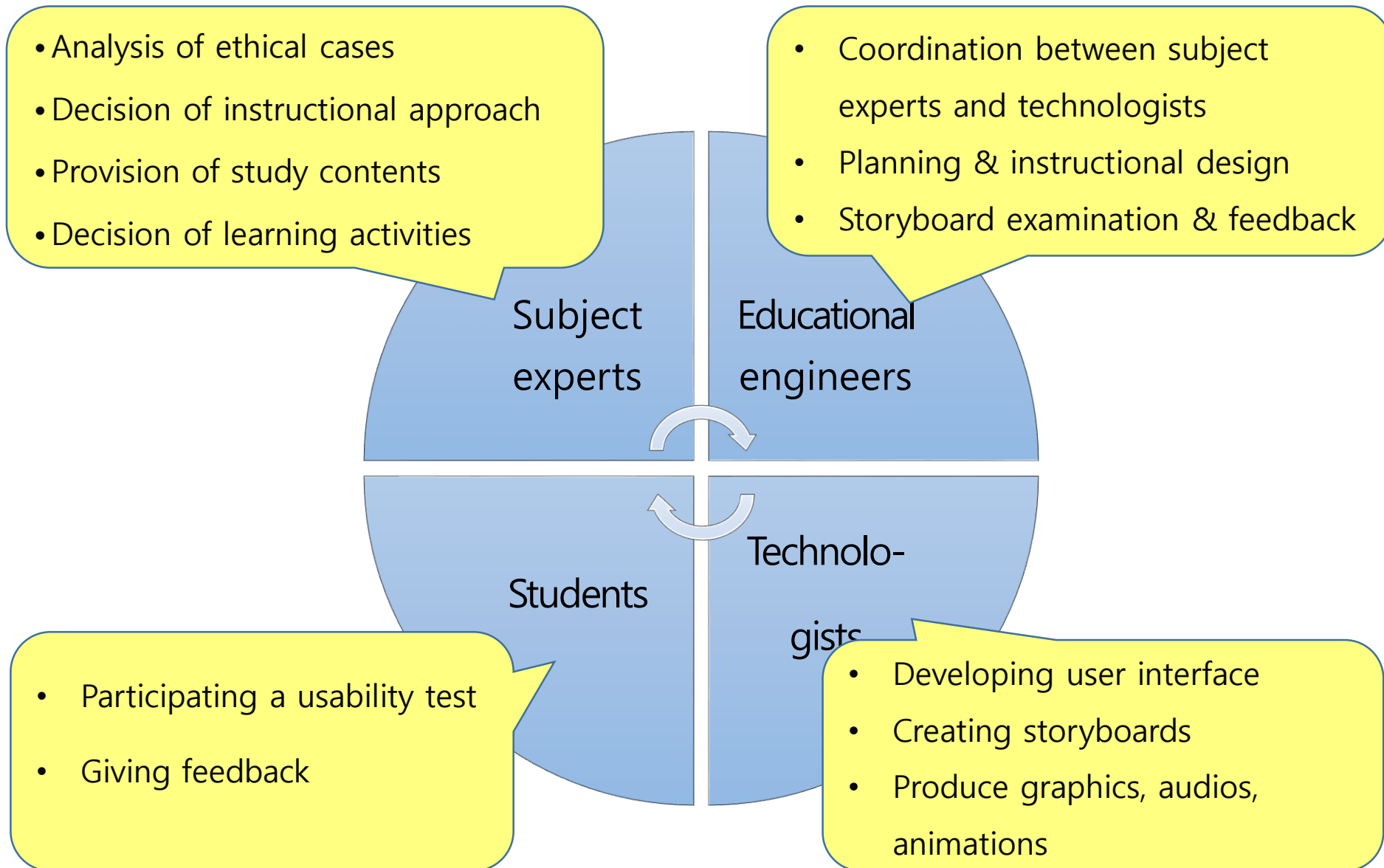
# **Ethics Education using a Computer Program**

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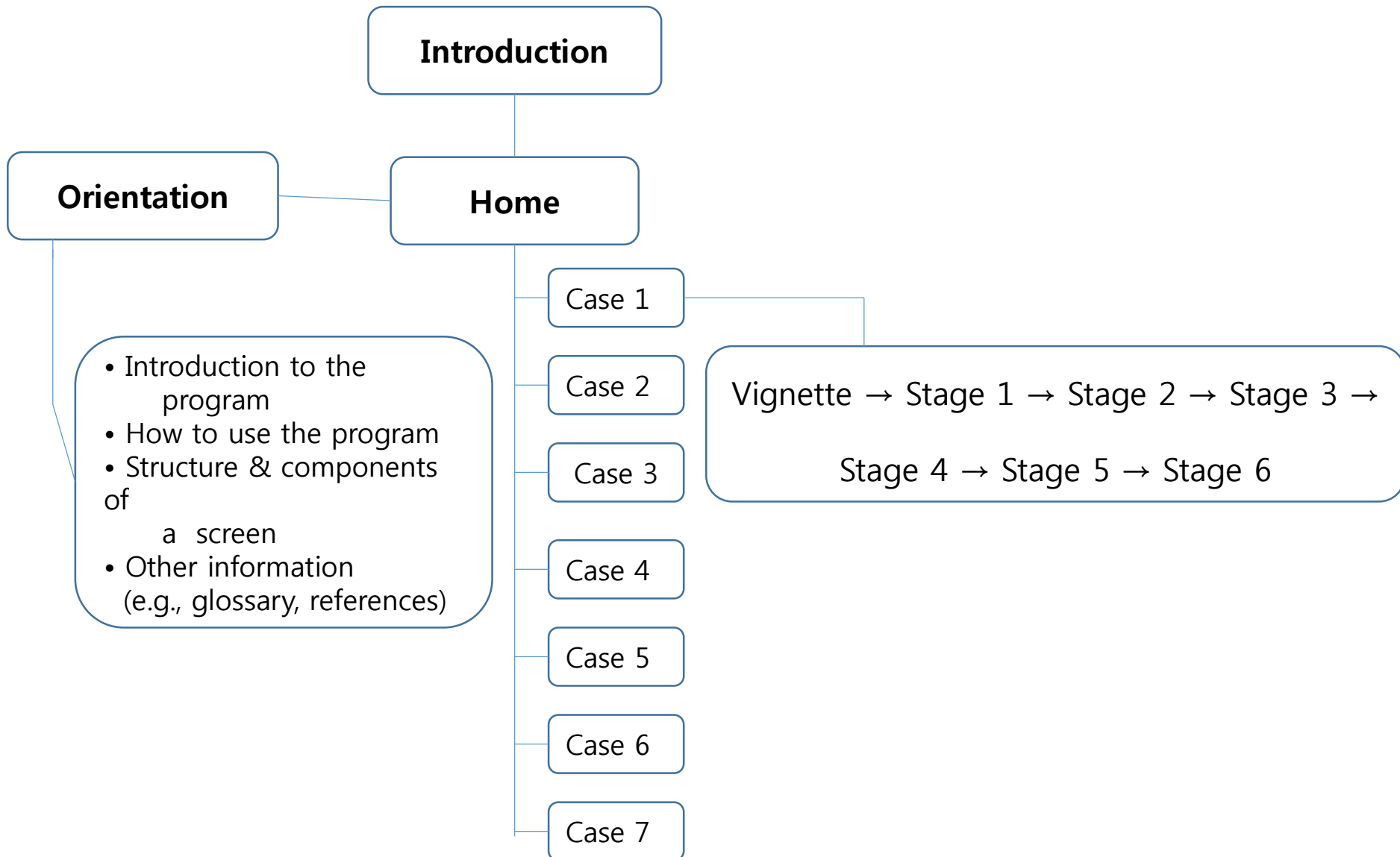
# I. Develop an integrated ethical decision making approach



## II. Develop a Case-based computer program



# II. DEVELOP A CASE-BASED COMPUTER PROGRAM



# III. APPLY THE PROGRAM

Homepage: "Case-based Program to Train Ethical Decision Making"



# Case: Surrogate Decision Making

## Step 1. Identification of an ethical problem



- 1) Problem statement as a conflict of ethical values:
- 2) Is this an ethical issue? Or, is this a communication problem, a clinician-patient relationship issue, or a legal problem?
- 3) Characteristics of the problem can be assessed to learn your own perception or attitudes.
  - A. Temporal urgency
  - B. Magnitude of consequences
  - C. Existing or potential issue
- 4) Do you need further information to comprehensively understand the problem or to seek alternatives or options to solve it?



## Step 2. Collection of Additional Information to Identify the Problem and Develop Solutions

- Who are actors involved in this issue and what information is needed from each?
- If necessary, provide the actors with information needed to establish their own perspectives and opinions regarding the problem.
- Biological and psychosocial information, social/historical aspects, goals, preferences, and values related to the issue.
- Who is the ultimate decision maker?
- Is the statement of an ethical problem in Step 1 correct? If necessary, correct them and restate the problem

1. 대리 판단

간호실무의 윤리적 의사결정 훈련

관련 인물별 수집 정보 파악

! 관련 인물별로 수집해야 할 정보를 클릭해 보세요.

수집 정보	신체적 상태	심리적 상태	사회-역사적 측면	현재 목표, 선호도, 가치
환자	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
가족 등	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
간호사 등 의료진	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
거주 또는 지역사회	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

추가 정보 보기

08/16

# Step 3. Development of Alternatives for Analysis and Comparison

1. 대리 판단

간호실무의 윤리적 의사결정 훈련

대안분석: [결과주의] 의사결정 표 작성

여러분이 생각하는 가치와 가능성의 정도를 표로 나타낸 모습을 확인해 보세요.

	제1원칙 (생명 존중)	제2원칙 (기관으로 인한 불편감)	제3원칙 (원활한 영양공급)
가치중시도	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
보호자 심득 후 관련 삽입	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
보호자 의견에 동의 후 관련 삽입 안함	1 2 3 4 5 <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

다른 의견 보기

10/16

- Ethical rules
- Ethical principles
- Ethical theories: Options, Outcomes, Values, and Likelihood (OOVL) Guide for utilitarianism
- Professional ethics
- Legal aspects
- Personal conscience or religion
- Institute's or society's values, guidelines, or policy



## Step 4. Selection and Justification of the Best Alternatives

- Is the chosen alternative consistent with your own value or institution's value?
- Think about an opinion that does not conform to your choice and challenge it
- Assuming a situation when the chosen alternative was implemented, answer the following questions.
  - Legal test.
  - Front-page test
  - Gut-feeling test
  - Role model test
  - Professional standard test



# Step 5. Development of Diverse, Practical Ways to Implement Ethical Decisions and Actions

1. 대리 판단

간호실무의 윤리적 의사결정 훈련

위관 삽입 설득 방법

! 위관 삽입을 설득하기 위한 방법을 하나씩 클릭하여 그 결과를 확인해 보세요.

병문안 온 아들 내외를 참여시켜 함께 부안을 설득하겠어.



폐렴 치료가능성 감소, 욕창 악화, 신체기능 저하에 대해 설명하겠어.



아들 내외도 참여시켜서 위관 삽입 시 필요한 간호에 대해 교육하겠어.



13/16

CLOSE

## Step 6. Evaluation of Effects and the Development of Strategies to Prevent a Similar Occurrence



- Evaluate the outcomes of the chosen action and the decision-making process
- Strategies for preventing a similar problem in the future
  - 1) At an individual level
  - 2) At an institutional level
  - 3) At the community or societal level

- Provoking curiosity and interest

- It was fresh and innovative for me to study nursing ethics using a computer program with animation. Our generation often prefers this way of learning. I hope other courses, such as nursing management, adopt the same approach.
- The program was very interesting and lifelike, provoked my curiosity, and attracted my attention. It was like doing a game rather than studying. I even reviewed the rest of the ethical cases that were not assigned to me.
- At the beginning the ethics course sounded dull, boring, vague, or hard to study with little fun, but now I feel that ethics is interesting and familiar.
- I considered ethics as just one of the theoretical academic majors with little applicability to nursing practice, but I found that ethics is an interesting topic and relevant.

- Easy to understand ethical conflicts and different positions of stakeholders
  - It was much easier to understand when clinical ethical cases were presented as a story using Flash animation rather than black-and-white text. The figures (e.g., a nurse) and images were realistic and the narrator's voice and words were clear.
  - It was a great opportunity to apply theoretical ethical knowledge to a realistic case and to put myself in others' positions; otherwise, I would not understand well patients and their families.
  - It was difficult to understand and apply my theoretical knowledge of ethics through lectures alone, but I became confident in ethical decision-making and was able to provide reasonable justification for my decisions.

Variables		n*	Ethical Preparation				n*	Principled Thinking			
			Pre-test		Post-test			Pre-test		Post-test	
			M	SD	M	SD		M	SD	M	SD
Group	Computer group	68	4.75	1.10	6.19	1.01	66	50.95	13.91	46.82	17.18
	Control group	89	5.20	1.14	5.62	1.18	83	46.07	13.09	43.70	14.73
Grade	2 <sup>nd</sup> grade	76	5.06	1.08	5.45	1.04	70	46.76	4.36	43.52	16.81
	4 <sup>th</sup> grade	81	4.95	1.20	6.25	1.11	79	49.54	12.91	46.46	14.97

Ethical preparation: 7 items, 9-point scale  
(e.g., ability to identify and address ethical issues)

Principles thinking: P(%) score, Korean version of the Defining Issues Test

	Satisfaction	n	Mean	SD	F	Pr > F
Group	Computer group	69	3.80	0.42	46.1	<.0001
	Control group	89	3.21	0.62		
Grade	2-year	77	3.49	0.57	0.76	0.38
	4-year	81	3.44	0.65		

Satisfaction: 8 items, 5-point scale

(e.g., The case analysis has stimulated awareness of my ethical reasoning processes)

- Students' curiosity and interest in solving ethical issues, attention to learning ethics, understanding ethical conflicts or different positions of stakeholders
- Preparedness for ethical conflicts was greater in the computer group and the 4<sup>th</sup> year students than the comparing groups. However, room for improvement was obvious.
- Considering lowering P% score (post-conventional thinking) after the course, one-semester ethics course may not be enough or current ethics education may focus on conventional stage.
- Satisfaction was higher in the computer group than a control group.



- Should stimulate students' reflective thinking and their own ethical values
- To develop a more sophisticated computer program, we need knowledge of how differently students respond depending on diverse ethical issues or what critical variables affect ethical decision-making.
- To assess the effects of ethics education, we need measurement tools using ethics cases in nursing-specific contexts.

# References

- **Park, E.** (2012). An integrated ethical decision-making model for nurses. *Nursing Ethics*, 19(1), 139-159.
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- **Park, E. & Park, M.** (2015). Effectiveness of a case-based computer program on students' ethical decision making. *Journal of Nursing Education*, 54(11), 633-640.