



실습현장에서의 윤리교육

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실습현장에서의 윤리교육

실습현장에서 간호 윤리 이슈

1. 의료전문직과 관련 이슈:
2. 임종, 죽음과 관련 이슈:
3. 대상자의 폭력
4. 위험(감염 등)에 노출에 대한 두려움
5. 간호사와 간호학생과의 관계

(Sinclair, et al.,2016; Tsuruwaka,2015; 한성숙 외, 2001)

간호 학생의 윤리적 갈등

이론과 실재의 괴리

병원 정책과 실무와의 충돌

자질과 무능력한 행동으로 보여지는 것에 대한 두려움

(Sinclair, et al.,2016; Tsuruwaka,2015; 한성숙 외, 2001)

간호 학생의 갈등 해결 방법

수동적 갈등해결

- 침묵 → 무력감, 분노

능동적 갈등해결

- 의견 개진
- 도움을 청함(관리자를 통한 해결)
- 자신이 해결할 수 있는 상황에 대한 참여
 - 다른 의료진과의 관계에 대한 고려

(Sinclair, et al., 2016; Tsuruwaka, 2015; 한성숙 외, 2001)

실습현장에서의 윤리교육 1

Ethics-in-the-Round

- New York University
- A student-led, faculty-facilitated voluntary educational activity
- To facilitate ethical decision-making skills in undergraduate nursing students.
- An opportunity for self-reflection
- A safe confidential environment in which to discuss ethical issues

(Hutchinson et al., 2014)

실습현장에서의 윤리교육 2

Ethical Grand Rounds

- Part I: Case studies with ethical dilemmas derived from faculty experience
- Part II: Discussion with ethical situation encountered in clinical practice
- Using the ethical decision - making model (a) clarify the ethical dilemma, b) gather additional data, c) identify options, d) making a decision, and c) evaluate

(Airth-Kindree & Kirkhorn, 2016)

실습현장에서의 윤리교육 3

Ethics Rounds

- Discussion based on clinical cases among healthcare staff, with the discussions being moderated by a facilitator (Philosopher, ethicist etc.)
 - To promote a sense of connection
 - To help the participants handle ethically difficult situations better
 - To give the participants insight into their moral responsibility
 - To be a forum for emotional relief

(Silén, et al., 2016; Svantesson, et al., 2008)

실습지도자의 역할

- Reflective and applied ethics training outside classroom lectures,
- The use of ethical role models in clinical practice sites,
- Experiential learning,
- Opportunities for nursing students to strengthen their ethical voices
- The role of a facilitator
 - To create an safe and confidential environment
 - To encourage students to reflect on ethical situations experienced in practice
 - To guide the discussion to explore the reason for the student concern and address the ethical implications

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