

Beyond the skills: Using simulation to teach ethics



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Beyond the Skills



OUTLINE:

- **CRITICAL REFLECTION ON PRACTICE**
 - **OVERVIEW OF THE PROJECT**
 - **STEPS IN THE REDESIGN TO INCORPORATE ETHICS**

Critical Reflection on Practice



How can I juggle the constant demands?

Who has the power to decide?

What if 1 choice compromises care for another?



What if I am not comfortable with a patients choice?

What happens when health providers do not agree?

What do I do if I am asked to go against what I think is right?

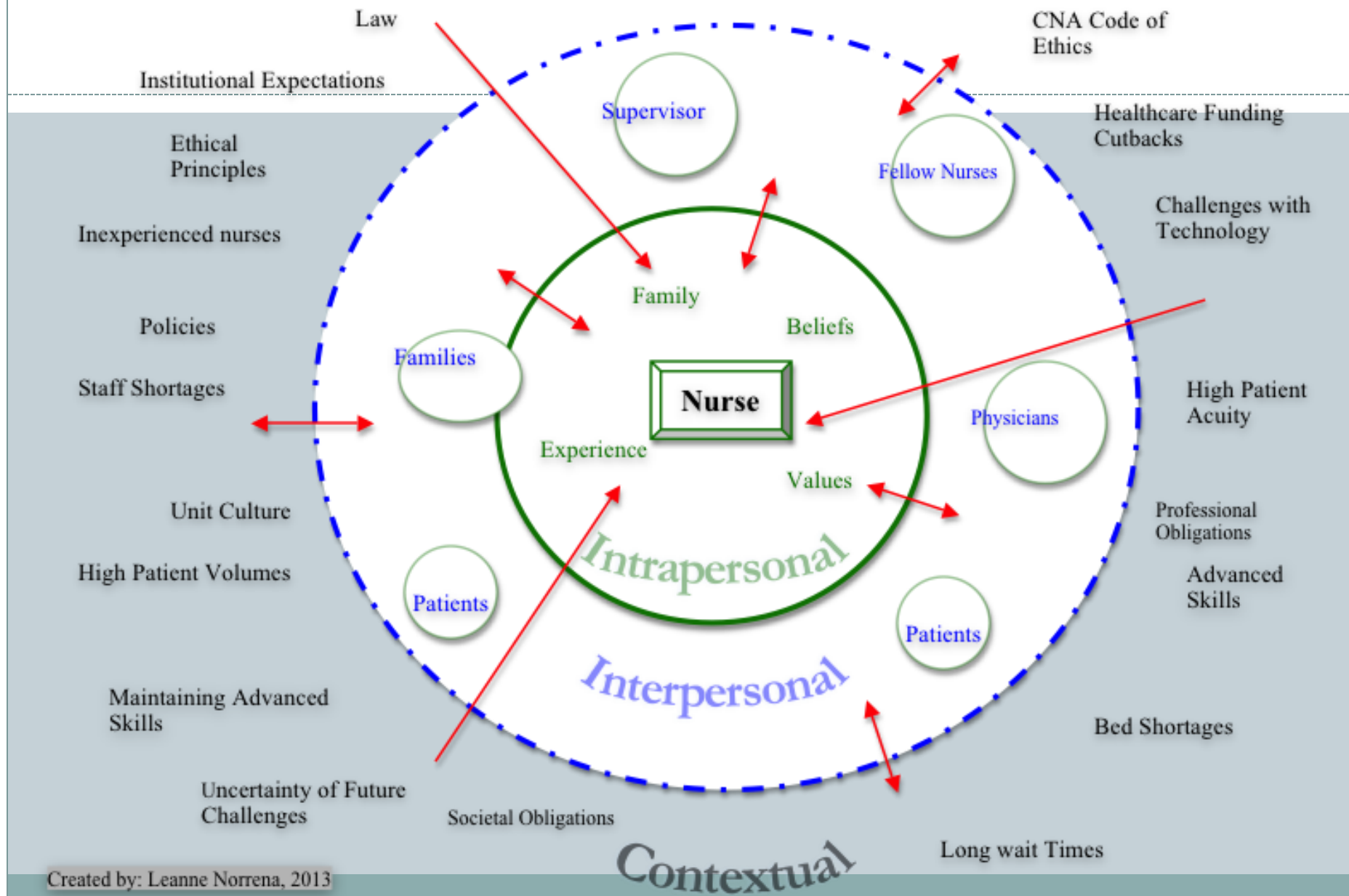
Can I refuse a physician order?

Matter of Ethics



- asks us to consider whether our actions are right or wrong.
- poses questions about how we ought to act in relationships and how we should live with one another.

Competing Priorities/ Conflicting Values



Why is this important?

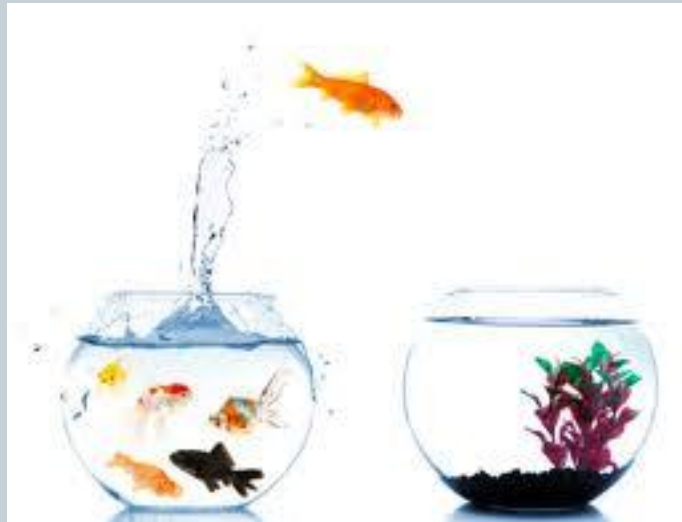
A word cloud of terms related to burnout and stress. The words are arranged in a roughly horizontal shape, with some overlapping. The words include: Frustration, Depersonalization, Anger, Exhaustion, Powerlessness, Stress, Burnout, Morale, Ethical Conflicts, Coping, Guilt, Compromised Care, and Moral Fatigue. The words are in various shades of brown and grey, with different font sizes and orientations.

Frustration
Depersonalization
Anger
Exhaustion
Powerlessness
Stress
Burnout
Morale
Ethical Conflicts
Coping
Guilt
Compromised Care
Moral Fatigue

Problem



How do I get ER nurses to see the value in issues beyond the technical skills?



How can I encourage nurses to use the challenges they are faced with to inform their practice ?



Project Overview

- **Goal**

Address the complexity of *psychomotor skills*, along with the *ethical complexity* experienced by ER nurses

- **Plan**

Embed ethics into 2 existing HPFS scenarios through the lens of transformative learning theory

Why Transformative Learning Theory?



- Values multiple forms of knowledge
- Encourages nurses to find new meaning in their practice
 - Encourages reflection on values and beliefs
 - Action based learning theory

Why Simulation?



Competency training:

- Already an important component of preparing nurses for ER practice
- Mimics reality
- Freedom to make mistakes



Facilitates:

- Responsive knowing-in-action/ critical reflection
- Creative capacity
- Connection between theory and practice

Overall Goals



Expand on prior knowledge

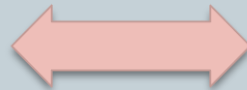
Initial Assessment

Arrest



Offer opportunities to challenge skills

Connect theory via experiential learning



Learning Objectives



Instrumental Learning

- Psychomotor skills
- Cognitive Skills

Communicative Learning

- Ethics
 - Intentions
 - Values
 - Feelings

Creating a Narrative



- Awaken emotion
- Identify bias and assumptions
- Appreciate complexity



Potential Learning Opportunities



Designing Disorientating Dilemmas



- Created from the patients story
- Occurred at multiple points during the scenario
- Needed to reflect the complexity and/or uncertainty inherent in ER practice
- Continued into the debriefing to promote deeper critical reflection

Facilitating Critical Reflection



- **Debriefing**
 - Continued the disorientating dilemmas into the debriefing
 - Knowing-in-action
 - Promoting social discourse
 - Used sim-TRACT design



Transformation



Overall Intent:

- Making ethics something ER nurses learn to discuss, and use to inform their practice
 - Engage in dialectic
 - Try on new roles
 - Critical reflection through journaling after Sim was complete

Conclusion



*OUR LIVES BEGIN TO END THE DAY WE
ARE SILENT ABOUT THE THINGS THAT
MATTER*

MARTIN LUTHER KING