



Nursing Professional Ethics Education Using a Superior Method: Lecture or Multimedia

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ABSTRACT

Professional ethics implies abiding by ethical standards of nursing profession; to achieve this, there is a need for an appropriate method of teaching ethics. The aim of this study is to select a preferred method to train nursing professional ethics. A quasi-experimental study of two groups of before and after was used while nursing students were trained into two groups of multimedia software and Lecture. At first, all students were selected based on a census method; then random assignment was used to allocate them to the two groups. The number of samples in each group was 30. Using the nursing professional ethics questionnaire and after verifying the content validity and reliability, the tests were performed in three time spans of before training, immediately after training and four weeks after training. Data analysis was performed using t-test and variance analysis via SPSS software version 20. No statistically significant difference was observed between sex, academic semester, field interest, and knowledge but statistically significant difference was observed between age ($p=0/000$). The findings a statistically significant difference in mean scores of pre-test and post-test in multimedia group ($p=0.025$), mean scores of post-test in multimedia and durability of multimedia ($p=0.001$) and mean score of durability in Lecture and multimedia ($p=0.009$). Multimedia method is indicated to be more effective to teach professional ethics and can be used as such.

Keywords: Professional ethics, Lectures, multimedia, nursing students

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INTRODUCTION

Professional ethics implies abiding by ethical standards of nursing profession; in order to comply with these standards, nurses maintain and promote their opinions, behaviors, and beliefs according to professional and ethical standards

[1]. Paying attention to ethical issues, sharing them with other colleagues, identifying various

solutions to solve ethical issues, and consulting with experts in the field are among major principles which should be considered nursing professional ethics [2]. Observance of ethical standards in nursing practice leads to improvement of nursing services, subsequently, quality improvement of nurses' practice has such a significant impact on improving patient recovery process to the extent that some researchers in

clinical nursing consider caring consistent of three basic principles of ethics, clinical judgment and care [3]. Different researches have examined nursing practice from ethics aspect in particular. Some has defined ethical performance as contacts with colleagues and patients, medication administration, following patient's rights, accountability, moral reasoning, and etc. but the scope of nursing ethics encompasses all nursing duties and job descriptions [4]. Of the five fundamental and epistemological elements of nursing (including nursing knowledge, nursing art, personal knowledge, nursing ethics and socio-political knowledge), Winson defined nursing ethics as using critical thinking and logical reasoning in the face of philosophical and ethical situations [5]. So far, in terms of morality, nurses were largely subordinated to medical specialties and focusing on nursing ethics as an independent subject has been paid less attention to [3].

But in fact, not only the ethics is an academic subject matter but also a professional manner. Ethics training should be more than acquiring knowledge in this area [6]. Nurses need to be aware of moral language and become familiar with some of its relevant concepts, but they do not have to be a specialist in ethics. They should be able to realize when an unethical action has taken place or under what circumstances may the human rights of a person be undermined [7].

The results of a study in Iran suggest that nurses do not consider ethical principles properly in their decisions; the reason is lack of nursing ethics education, nurses' lack of awareness, and lack of ethical principles codification in the country [8]. Though recently, more attention has been paid to the issue of nursing ethics education but not enough data is yet available on regards to ethics education and methods and patterns of such education that would reinforce nursing competence and qualification [9]. Lack of information on professional ethics education has made accepted methods - that can be useful and practical in training nursing professional ethics - not to be used; this goes on to the extent that despite international community's increasing emphasis on the importance of nursing and the importance of ethics as the fundamental virtue of this career, the concept has not found its proper place in nursing education. One of the issues amplifying the case is absence or lack of pattern

recognition and nursing ethics training methods [10]. Therefore, and due to the progressive increase in summoning nurses to the legal communities, this study aimed to choose a superior method to teach nursing professional ethics.

MATERIALS AND METHODS

This was a quasi-experimental study containing two before and after groups and the study population consisted of nursing students in Hamadan University of Medical Sciences. Study inclusion criteria were students' tendency to participate in the study and being a nursing student of Hamadan University of Medical Sciences in semester 6 or 8 while exclusion criterion was being a guest student at this school for less than 2 semesters. After preparing the list of students from the faculty of Education, students of semesters 6 and 8 were selected via a draw and were assigned randomly into two groups. After assigning Lecture and multimedia groups with a draw, the name of each individual student (each semester separately) was written on a piece of paper and put in a box; by picking the papers, the students were assigned to the pre-determined groups continuously / until the completion of sample size. In the Lecture group, subjects were educated by lecturing by researcher and the number of subjects in each group was 30 [11]. Data collection instrument used in this study was a two-section questionnaire Khalili and et al [10] that the first section (5 questions) included personal information and the second section contained 21 Yes/No statements to evaluate knowledge (1 score for correct answer 0 score for wrong answer). The questionnaire validity and reliability consist of content validity ratio 0.73, content validity index 90/0 and Kuder Richardson 0.65. Also the Pearson correlation coefficient is 0.73. The researcher received the necessary introduction letter from Hamadan University of Medical Sciences and Health Services after obtaining approval from the Research Council and getting Code of Ethics Committee (IR.UMSHA.REC.1394.567). After getting consent of authorities of the institute, the researcher explicitly explained the objectives of the study to the students of both groups. Educational file of the multimedia group was a combination of photos, PowerPoint, films, and presentations, along with some video clips designed in the hospital

environment and by nurses based on each questionnaire's questions, it was burnt on a CD. In the first session of the Lecture group, the questionnaire was firstly submitted to them and after completion and collection of the questionnaire, the intended content (the exact questions in the questionnaire) was read and explain individually for all the groups in a quiet environment.

After reviewing each questionnaire's content, post-test was performed. The first post-test was to measure their knowledge level after having trained and the second post-test was to measure recalling level of taught information. sessions of Lecture took 1 hours. Recalling post-test was taken a month later. After completing required sessions for Lecture group, in a separate session for multimedia group, firstly pre-test was taken and after collecting the questionnaire, the multimedia content provided for this group was broadcasted in a very quiet environment for 45 minutes. The researcher didn't offer any explanation during and/or after playback to this group and the post-test was conducted immediately after the broadcast. This groups had also taken recalling post-test after a month. The findings were analyzed by the statistical software SPSS version 20 using descriptive and analytical analysis. Descriptive statistics of the study were collected by using frequency distribution tables and percentages, minimum and maximum, mean and standard deviation to describe the participants. In order to compare the two independent groups, t-test was used while for comparing the mean of both groups before and after the intervention, paired t-test was utilized and ANOVA test was used for the mean comparison of the two independent groups. All ethical issues such as subjects' free will to

participate in the study, respect for integrity, benefiting from the findings for the study, and compliance with research framework was fully observed.

RESULTS

According to the findings of this study, gender distribution into two groups showed no significant difference ($p=0/555$). The results of the age distribution into two groups showed significant difference (0/000). Participants' academic semester distribution indicated homogeneous groups. Regarding field interest, data analysis also showed the majority of subjects in both Lecture (56/3 %) and multimedia (84/4 %) groups were interested in their field of study. Pre-test and post-test comparison of Lecture group showed no statistically significant difference ($p = 0.541$).

Pre-test and post-test comparison of multimedia group also showed a statistically significant difference ($p = 0.025$).

Pre-test and post-test comparison of Lecture group and multimedia group showed no significant difference between students' knowledge level before and after the intervention ($p = 0.572, p=0/178$).

DISCUSSION

Post-test score of students in professional ethics issue in the Lecture group was higher than multimedia group and the difference was significant; the results corresponded to the study of Daneshmandi [11], Ramezani [12], Meshki [13], Fani [14] but didn't correlate with the study of Farshi, et al. [16].

Table 1: Prevalence and demographic characteristics of (gender and age) nursing students participating in the study

Variable	Specifications	Lecture group		Multimedia group		Chi square	df	P value
		Number	percent	Number	percent			
Sex	Female	18	47.4	20	52.6	0.349	1	0.555
	Male	19	54.3	16	45.7			
Age	Mean	22	64	20.69	1.59	4.11	71	0.000
	SD	2.11	2.11	1.59	1.59			

Table 2: Mean and standard deviation of ethics in nursing, speech and multimedia in both groups before and after intervention

Ethic	Before intervention		After intervention	p-value (Paired t-test)
	Mean	SD	Mean	
lecture	13.21	1.65	13.61	0.541
multimedia	12.94	2.34	14.53	0.025
p-value(t-test)	0.572		0.178	

Furthermore, the results showed a significant difference in knowledge level of students towards ethical issues in nursing practice before and after training via Lecture method and the findings were in accordance with those of Baghcheghi [11], Hekmatpou [15], Daneshmandi [17], Asgari [18], and Mei-Ling, Yeh, et al. [19] but not with Nik kar [20] and Aloraini [21]. The reason for this non-conformance can be that in Lecture method, factors like accurate hearing, paying attention, following others' rights, respecting others' opinions, acceptance of the opposition, observing conversational etiquette, and keeping silence when necessary would be considered by the students. Thus, compared to other methods, motivation and learning will be increased in this method. It is also notable that in Lecture method, both strong and weak have consultation together in one group and profit from each other's thoughts and beliefs; this will result in development in weak students. Consequently, the post-test scores have increased in the Lecture group while the sense of collaboration and consultation was not among multimedia group.

The comparison of knowledge level mean scores of nursing students before and after training via multimedia method indicated no statistically significant difference in multimedia training before and after the intervention which is compatible with the findings of Vahabi [13], Mei-Ling, Yeh [19], and Adib-Hajbaghery [22] but not with those of Chenkin [23] and Chaikoolvatana [24]. Being silent and merely a listener, student's inactivity, lack of active participation of students in education, not being able to use other students' opinions, lack of focus on the subjects, and not challenging the issue can justify the learning rate lower than expected.

The comparison of knowledge level mean scores of nursing students before and after training via the two methods of multimedia and Lecture showed a difference between the two in regards to knowledge level which is related to both first pre- and post-tests. The result is correspondent to studies such as Liyaghat dar [12], Hekmatpou [15], Adib-Hajbaghery [22], and Rahmati [25] but not to those of Gomes [26] and Reynolds [27]. Communication and social skills are very important and valuable in Medical Sciences, especially nursing, and it can be achieved to through Lecture method. In this method, on one

hand students are inevitable to have a clear understanding of other members' opinions and on the other hand they are obliged to provide logical and reasonable answer in order to accept or reject others' ideas. Both of these require observing specific frameworks to have logical and principled communication among the group's members. So learning life skills such as cooperation and interaction skills will be better through multimedia.

Examining the mean score of durability of knowledge levels in both methods indicated higher durability score in multimedia group but the difference was not significance which is similar to findings of Mokhtari Nouri [28], Mollazadeh [16], vahabi [13], Aloraini [21], and Gomes [26] but not to those of Samiei [29] and Barrass [30]. The inconsistency, in the researcher's viewpoint, is due to the fact that just as memories of a movie remains in mind for a long time, the multimedia content designed as film, PowerPoint, etc. will also last longer in the memories of the students.

CONCLUSION

The results of this study showed that both multimedia and Lecture methods have been effective in training nursing professional ethics and both can be used for the aim of education. However, a significant difference was observed between Lecture and multimedia methods implying superiority of the former; though the positive impact of multimedia method on the knowledge durability on the students' minds should not be neglected. Therefore, according to the findings of this study, one can benefit from Lecture method as the more effective way in training nursing professional ethics; meanwhile multimedia method can be useful in enhancing knowledge durability.

Conflict of Interest: The presented study has no conflict of interest.

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