
Discussion about a dignified death has almost exclusively been applied to palliative care and people dying of cancer. As populations are getting older in the western world and living with chronic illnesses affecting their everyday lives, it is relevant to broaden the definition of palliative care to include other groups of people. The aim of the study was to explore the views on dignity at the end of life of 12 elderly people living in two nursing homes in Sweden. A hermeneutic approach was used to interpret the material, which was gathered during semi-structured interviews. A total of 39 interviews were transcribed. The analysis revealed three themes: (1) the unrecognizable body; (2) fragility and dependency; and (3) inner strength and a sense of coherence.[ABSTRACT FROM AUTHOR]


This article argues that teaching medical and nursing students health care ethics in an interdisciplinary setting is beneficial for them. Doing so produces an education that is theoretically more consistent with the goals of health care ethics, can help to reduce moral stress and burnout, and can improve patient care. Based on a literature review, theoretical arguments and individual observation, this article will show that the benefits of interdisciplinary education, specifically in ethics, outweigh the difficulties many schools may have in developing such courses.[ABSTRACT FROM AUTHOR]


Comments on the ethics of silence prevailing in the organizational culture in the health care delivery sector and its impact on beginner nurses. Set of values adopted by newcomers in the organization; Inability of beginner nurses to ask important questions concerning the work due to the organizational culture of omissions and silences; Issues considered as taboo in the healthcare delivery sector.

Ethical issues arise for nurses involved in all phases of clinical trials regardless of whether they are caregivers, research nurses, trial co-ordinators or principal investigators. Potential problem areas centre on nurses' moral obligation related to methodological issues as well as the notions of beneficence/non-maleficence and autonomy. These ethical concerns can be highly upsetting to nurses if they are not addressed, so it is imperative that they are discussed fully prior to the initiation of a trial. Failure to resolve these issues can place both the conduct and the results of research in jeopardy. [ABSTRACT FROM AUTHOR]


Despite an abundance of theoretical literature on virtue ethics in nursing and health care, very little research has been carried out to support or refute the claims made. One such claim is that ethical nursing is what happens when a good nurse does the right thing. The purpose of this descriptive, qualitative study was therefore to examine nurses' perceptions of what it means to be a good nurse and to do the right thing. Fifty-three nurses responded to two open-ended questions: (1) a good nurse is one who...; and (2) how does a nurse go about doing the right thing? Three hundred and thirty-one data units were analyzed using qualitative content analysis. Seven categories emerged: personal characteristics, professional characteristics, patient centredness, advocacy, competence, critical thinking and patient care. Participants viewed ethical nursing as a complex endeavour in which a variety of decision-making frameworks are used. Consistent with virtue ethics, high value was placed on both intuitive and analytical personal attributes that nurses bring into nursing by virtue of the persons they are. Further investigation is needed to determine just who the 'good nurse' is, and the nursing practice and education implications associated with this concept. [ABSTRACT FROM AUTHOR]

Woods, M. (2005). Nursing ethics education: Are we really delivering the good(s)? *Nursing Ethics, 12*(1), 5-18.

The vast majority of research in nursing ethics over the last decade indicates that nurses may not be fully prepared to 'deliver the good(s)' for their patients, or to contribute appropriately in the wider current health care climate. When suitable research projects were evaluated for this article, one key question emerged: if nurses are educationally better prepared than ever before to exercise their ethical decision-making skills, why does research still indicate that the expected practice-based improvements remain elusive? Hence, a number of ideas gleaned from recent research about the current nature of nursing ethics, and especially teaching nursing ethics to student nurses, are analyzed and critiqued in this article, which concludes with a cluster of ideas and conclusions based on that analysis. It is hoped that such a review may serve as a catalyst for nurse educators to
re-examine their teaching practices with a view to enhancing good (i.e. ethical) nursing practice through educational means.[ABSTRACT FROM AUTHOR]

Books


This book is a collection of studies that challenge assumptions about health care practices in relation to real and perceived power in health care situations.

Websites


A proposal from the American Nurses Association for health coverage for all Americans.


Includes a free independent study module.


From the National Institutes of Health. Includes links to documents and sites on specific topics such as education, research involving human subjects, medical and health care ethics and genetic and biotechnology.

Code of Ethics from the Canadian Nurses Association.


http://ethics.sandiego.edu/video/index.asp

Collection of online webcasts covering medical and non-medical topics.


http://www.icn.ch/inr_113.pdf

Outlines ethics in nursing practice for the 21-century health care system.


http://www.nursingworld.org/ojin/ethicol/ethics_2.htm

Outlines actions for ethical thoughtfulness in nursing.

Nursing Ethics Resources. Retrieved on April 1, 2006 from

http://www.bc.edu/bc_org/avp/son/ethics/

Provides resources such as book abstracts, lectures and links to other nursing ethics information.