

“A Study to Assess the Effectiveness of Planned Teaching on Knowledge, Attitude, And Practice of Nursing Ethics and Law Among Nursing Students in Selected Nursing College of Metropolitan City.”

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ABSTRACT

This study aimed to assess the effectiveness of planned teaching on knowledge, attitude, and practice regarding nursing ethics and law among nursing students in a selected nursing college of a metropolitan city. Ethical practice is an essential component of nursing education, ensuring that future nurses are well-equipped to handle ethical dilemmas and legal responsibilities in clinical settings. A pre-test and post-test research design was utilized, with a sample of 40 nursing students selected through a purposive sampling technique. Data were collected using a structured questionnaire and an attitude scale.

The pre-test findings revealed limited knowledge, attitude, and practice among students regarding nursing ethics and law. After the planned teaching intervention, there was a significant increase in post-test scores across all three domains. The mean knowledge score improved from 2.025 on the pre-test to 14.875 on the post-test, while the attitude score increased from 13.85 to 49.8, and the practice score from 0.275 to 9.875. The effectiveness of the planned teaching was statistically validated using a paired t-test, showing significant improvement ($p < 0.05$) in students' understanding and application of nursing ethics and law.

The results demonstrate that structured educational interventions can enhance nursing students' ethical and legal competencies, ultimately benefiting patient care and professional practice. The study highlights the importance of incorporating structured teaching programs on nursing ethics and law in nursing curricula to bridge knowledge gaps and improve ethical decision-making among students. Future research should consider larger sample sizes and diverse populations to further validate these findings.

In conclusion, this study supports the use of planned teaching as an effective strategy to improve nursing students' knowledge, attitude, and practice related to nursing ethics and law, thereby preparing them for responsible and ethical professional practice.

KEYWORDS: Nursing ethics, law, knowledge, attitude, practice

INTRODUCTION

“In law, a man is guilty when he violates the rights of others. In ethics, he is guilty if he only thinks of doing so”
-Immanuel Kant

‘Nursing ethics and law are critical components of the healthcare profession, ensuring the protection of patients' rights, the maintenance of professional standards, and the promotion of ethical conduct among nurses.’

Ethics in nursing encompasses the moral principles and values that guide nurses in their practice, emphasizing principles such as veracity, fidelity, accountability, responsibility, beneficence, non-maleficence, autonomy, and justice. It involves making morally sound decisions in complex situations and respecting patients' rights to self-determination, confidentiality, and informed consent.

On the other hand, nursing law comprises the legal regulations and statutes that govern nursing practice, including licensure requirements, scope of practice, and liability issues, civil law, tort, criminal law, statutory law, Good Samaritan law. Nurses are expected to adhere to these laws to ensure the safety and well-being of patients and to protect themselves from legal consequences.

The intersection of nursing ethics and law is crucial in ensuring high-quality patient care while upholding professional integrity and accountability. Understanding and applying ethical principles and legal regulations are essential for nurses to navigate the complexities of healthcare delivery effectively.

Need of the study

The need for this study stems from the fundamental role of nursing ethics and law in shaping the conduct and decision-making of nursing professionals. As future caregivers, nursing students must possess a comprehensive understanding of ethical principles and legal frameworks to ensure the delivery of safe, effective, and compassionate care to patients.

However, there may be gaps in nursing education regarding the teaching of ethics and law, which can lead to potential deficiencies in knowledge, attitudes, and practices among nursing students. Identifying these gaps and addressing them through planned teaching interventions can enhance students' understanding and application of ethical principles and legal regulations in their future practice. By assessing the effectiveness of such interventions, this study aims to contribute to the improvement of nursing education curricula and ultimately enhance the quality of patient care provided by future nurses.

Background of the study:

In the 1950s the first formal code of ethics for nurses. In the middle of the 1800s, it was found that nurses needed ethical guidance and it was realized after the establishment of modern nursing. The American Nurses Association was newly established in 1896 and the starting goal of the American Nurses Association was to write the code of ethics.

In India, from the Vedic ages, the legal history was started and during the Bronze Age and the Indus Valley civilization, some part of sort of civil law may have been established. According to the illustrious history of India law has authorization of religion.

In England, Florence Nightingale was the first lady who made it possible to educate people about nursing and established the first professional nurses' training school all over the world at St. Thomas' Hospital in London.

Mandatory licensures formed the law in 1935, but because of World War 2, it was not carried out until 1947.

Scope of the study: -

The scope of this study encompasses assessing the impact of planned teaching interventions on nursing ethics and law among nursing students in a metropolitan college. It involves evaluating changes in knowledge, attitudes, and practices regarding ethical principles and legal regulations in healthcare. The study focuses on the effectiveness of targeted educational strategies in enhancing students' understanding, fostering positive attitudes, and promoting ethical decision-making skills. Additionally, it considers the potential implications of improved education in this domain for future nursing practice and patient care within metropolitan healthcare settings.

Conceptual farmwork: -

The conceptual framework attempts to organize phenomena that are theories. Nonetheless, a conceptual framework is highly valuable, i.e. it often serves as a springboard for theory development. the character has stated conceptual framework, which deals with abstracts, concepts that are assembled by their relevance to a common the that conceptual framework formalizes the thinking process, so that the others may read and know the frame of reference, basic to the research problem." Ludwig von Bertalanffy, in the 1950s, began to formalize the conceptual framework, making it clear to others what the frame of reference is, which is basic to the research problem. It also gives directions for relevant questions or the phenomenon under study. The conceptual model in the figure represents the phenomenon of interest in a figurative manner. The concept and linkage between them are represented diagrammatically using boxes, arrows, or symbols. The present study is based on the general System Theory approach by Ludwig von Bertalanffy. As cited by Ludwig von Bertalanffy "System's Theory is concerned with changes due to interaction between various factors (variables in a given situation)" Human beings, change constantly due to interaction between a person and the environment, since human beings are surrounded by the environment, they are open to interact with it. System Theory provides a way to understand the varieties of influences on the individual as a whole and possible unit.

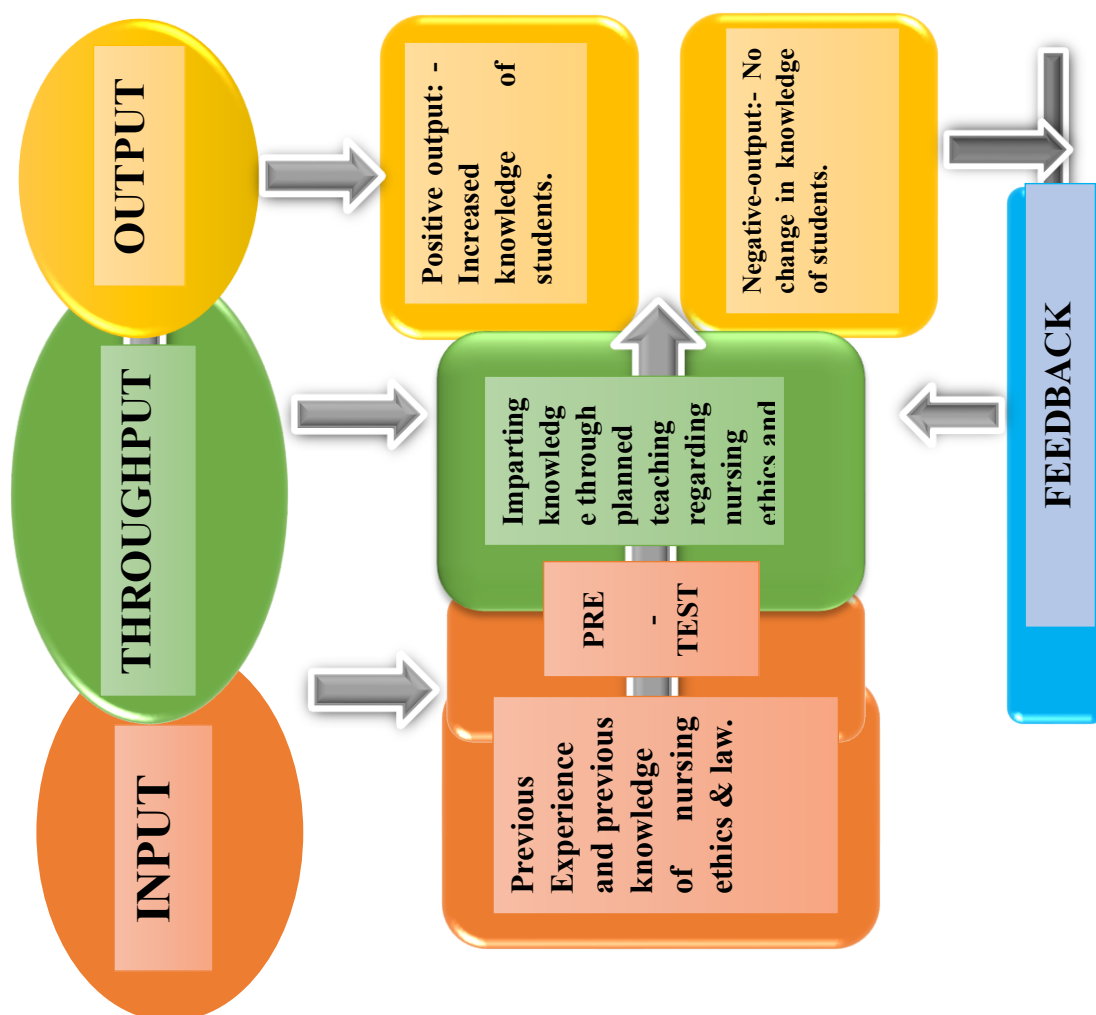


Figure no. 1 Conceptual framework based on Ludwig theory

LITERATURE REVIEW

- 1) Danjuma Aliyu, Ibrahim Tarwo Adeleke, and Sunday Oluwafemi Omomyi, et. al Conducted the research at Federal Medical Center, Bida on December 30, 2014, on the "knowledge, attitude and practice of nursing ethics and law among nurses" This study is a cross-sectional descriptive study. They used the simple random sampling technique on the 149-sample size of the nurses and this research concluded that the nurses should know the importance of the relationship and limitation between the nursing ethics which are necessary to carry out and know the policy and legal issues which are important for nursing practice.
- 2) S. Shrestha, and P Jose, conducted research at Universal College of Nursing Sciences, bhairahawat Nepal on 31st December 2014, on the "knowledge and practice of nursing ethics and law." This is a descriptive cross-sectional study in which they selected 60 samples for research. The result of this study is that among 60 samples most of the samples has more knowledge about nursing laws then the nursing ethics and some of them practice it.
- 3) Mobolaji Famuyide, Caroline Compretta and Melanie, conducted the research at the state of Mississippi were contacted via e-mail. On 14th October 2018 on the "neonatal nurse's practitioner ethics knowledge and attitudes" this study is prospective cohort study. In which they used survey monkey software and sample size is 47. In this research conclude that to ongoing education best part of ethics concepts, and explore that neonatal nurses' practitioners influence from religious decision-making capacity in the neonatal intensive care unit that may cause to insights of potential solution.
- 4) Thriunavukarasu M.R., and Velmurugan A., conducted the research at the school of nursing St. John's Hospital, Kattappana. Kerala. India published on 24th august 2018. on the "knowledge regarding law and ethics among nurses at a tertiary care hospital in rural India" this is a descriptive study. In which they used 50 sample size of the staff nurses (both genders are included). The result of research is majority of staff nurses less knowledge (78%), some of them had moderated knowledge (7%) and are about 4% samples had adequate knowledge related to nursing ethics and law. And conclude that there is need to improve the knowledge about the nursing ethics and law.

- 5) Poria Hose hoseinialiabadi, conducted the research at the medical and nursing students in Bam university of medical science, iran conducted on 2022 Jan 31 on the "knowledge and attitude towards professional ethics: A study among Iranian medical and nursing students this is a descriptive-analytic study. They used 176 sample sizes of medical and nursing students. This research concludes that samples have a high level of knowledge and have a positive attitude towards ethics and law.

Research objectives

- 1) To assess existing knowledge, attitudes, and practices regarding nursing ethics and law among nursing students.
- 2) To assess the effectiveness of planned teaching on knowledge and practices among nursing students.

Hypothesis: -

- 1) H0 (null hypothesis): - there will be no significant effect of planned teaching regarding nursing ethics and law among nursing students.
- 2) H1 (research hypothesis): - there will be a significant effect of planned teaching regarding nursing ethics and law among nursing students.

Research approach:-

The Research approach refers to how the investigator plans the research process for obtaining answers to the research questions and for testing the hypothesis.

The research approach for this study is predominantly quantitative, focusing on measuring the effectiveness of planned teaching on nursing ethics and law among nursing students. This approach utilizes a descriptive pre-test and post-test design to assess changes in knowledge, attitude, and practice before and after the intervention. Quantitative data will be collected through structured questionnaires, and statistical analysis will be used to evaluate the impact of the planned teaching intervention. While the study primarily employs a quantitative approach, it may incorporate elements of descriptive exploratory analysis to provide deeper insights into participants' perceptions and experiences.

Research design:-

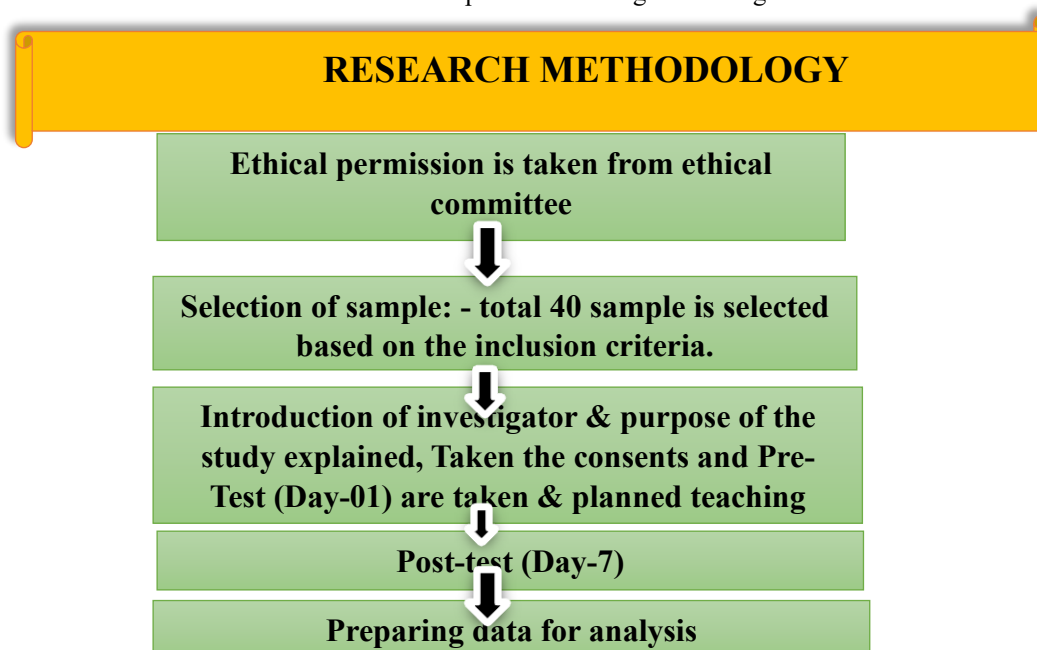
Research design can be defined as a blueprint to conduct a research study, which involves the description of the research approach, study setting, sampling size, sampling technique, tools, and method of data collection and analysis to answer specific research questions or for testing research hypotheses.

The research design chosen for this study is a descriptive pre-test and post-test design. This design allows for the comparison of outcomes before and after the intervention (planned teaching) within the same group of participants. It provides a systematic approach to evaluating the effectiveness of the intervention in improving knowledge, attitude, and practice of nursing ethics and law among nursing students.

Research Methodology

It is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge.

Research methodology deals with the methodology used in the present study which includes the research approach setting of the study. Plan for data collection, data gathering process, and the plan for the data analysis. In this present study; the investigator intends to evaluate the effectiveness of planned teaching on nursing ethics and law.



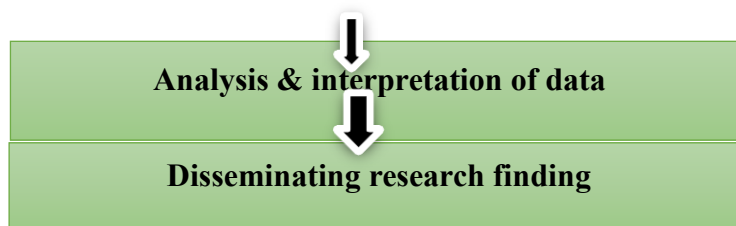


Figure no.2 It shows a schematic representation of the research methodology

MATERIAL AND METHODS

Sample: -

A sample of nursing students from the nursing college of the metropolitan city will be selected to participate in the study.

Sample size: -

The sample size for the present study was 40

Sampling technique: -

The method used to select individuals or elements from the population to be included in the sample.

In the present study, the investigator used a purposive sampling technique.

Inclusion criteria: -

Characteristics or criteria that individuals must possess to be eligible for inclusion in the study.

1. Nursing students who are willing to take participation.
2. Known the English language.
3. No any deformities.
4. Students at present pursuing nursing courses at nursing schools and colleges.

Exclusion criteria: -

Characteristics or criteria that disqualify individuals from participating in the study.

1. Not willing to participate and not available.
2. Do not know the English language.
3. Having any deformities.

Data gathering process: -

The various steps or strategies used for gathering and analysing data in a research investigation are known as the method of data collection. The investigator used questioning as a data collection method to collect the data for the present study

Data collection method: -

The data will be collected from nursing students on the basis of tools by self-reporting method.

Variables: -

Attributes or characteristics that can have more than one value, such as height or weight. In other words, variables are qualities, quantities, properties, or attributes of people, things, or situations that change or vary

1. Dependent variables: knowledge, Attitude, and practice of nursing students regarding ethics and law.
2. Independent variables: planned teaching regarding ethics and law.

Feasibility:

The suitability of a study is determined by examining the time and financial commitment, the researcher's expertise, the availability of subjects, facilities, and equipment, the cooperation of others, and the study's ethical considerations.

Population: -

1. The entire group of individuals or elements possessing certain characteristics that the researcher is interested in studying.
2. In this study, the population refers to all nursing students enrolled in the nursing college of the metropolitan city.

Target population: -

The target population for this study would be the subset of undergraduate nursing students who will participate in the planned teaching intervention.

STATISTICAL ANALYSIS

Tools and technique: -

The instruments and methods used to collect data for the study.

In this study, the structured questionnaire developed by the researcher and statistical analysis techniques are the tools, techniques, and planned teaching methods used in this study for data collection and analysis.

Statistical techniques

The researcher used techniques this as mean, standard deviation, and p-value to calculate the research finding values.

Data analysis, interpretation, and organisation of findings: -

Section-A: - Analysis of demographic data related to the description of the subject in frequency and percentage.

Section-B: - Data analysis related to assessment of knowledge, attitude, and practice of nursing students before planned teaching about nursing ethics and law.

Section-C: - Data analysis related to the effectiveness of planned teaching on knowledge and practice about nursing ethics and law.

Table no. 1 Paired t-test for the effectiveness of planned teaching on knowledge regarding nursing ethics and law among nursing students

	Mean	SD	t	df	p-value
Pretest	2.0	2.4	34.4	39	0.000
Post-test	14.9	0.5			

The researcher applied a paired t-test for the effectiveness of planned teaching on knowledge regarding nursing ethics and law among nursing students. The average knowledge score in the pre-test was 2 which increased to 14.9 in the post-test. The t-value for this test was 34.4 with 39 degrees of freedom. The corresponding p-value was small (less than 0.05), and the null hypothesis was rejected. The average knowledge score in the post-test was significantly higher than that in the pre-test. The planned health teaching is significantly effective in improving the knowledge regarding nursing ethics and law among nursing students.

Table no. 2 Paired t-test for the effectiveness of planned teaching on attitude regarding nursing ethics and law among nursing students

	Mean	SD	t	df	p-value
Pretest	13.9	3.7	48.3	39	0.000
Post-test	49.1	2.2			

The researcher applied paired t-tests for the effectiveness of planned teaching on attitudes regarding nursing ethics and law among nursing students. The average attitude score in the pre-test was 13.9 which increased to 49.1 in the post-test. The t-value for this test was 48.3 with 39 degrees of freedom. The corresponding p-value was small (less than 0.05), and the null hypothesis was rejected. The average attitude score in the post-test was significantly higher than that in the pre-test. It is evident that the planned health teaching is significantly effective in improving the attitude regarding nursing ethics and law among nursing students.

Table no. 3 Paired t-test for the effectiveness of planned teaching on practices regarding nursing ethics and law among nursing students

	Mean	SD	t	df	p-value
Pretest	0.3	0.6	85.6	39	0.000
Post-test	9.9	0.3			

The researcher applied paired t-tests for the effectiveness of planned teaching on practices regarding nursing ethics and law among nursing students. The average practice score in the pre-test was 0.3 which increased to 9.9 in the post-test. The t-value for this test was 85.6 with 39 degrees of freedom. The corresponding p-value was small (less than 0.05), and the null hypothesis was rejected. The average practice score in the post-test was significantly higher than that in the pretest. Planned health teaching is significantly effective in improving the practices regarding nursing ethics and law among nursing students.

RESULTS

The results of the study indicate that the planned teaching on nursing ethics and law was effective. In the research, the researcher applied a paired t-test to find out the effectiveness of planned teaching on knowledge, attitude, and practice regarding nursing ethics and law among nursing students. The average knowledge score in the pre-test was 2 which increased to 14.9 in the post-test. The t-value for this test was 34.4 with 39 degrees of freedom, and the Average attitude score in the pre-test was 13.9 which increased to 49.1 in the post-test. The t-value for this test was 48.3 with 39 degrees of freedom, and the Average practice score in the pre-test was 0.3 which increased to 9.9 in the post-test. The t-value for this test was 85.6 with 39 degrees of freedom.

Corresponding that all p-values were small (less than 0.05), the null hypothesis is rejected. The average knowledge score in the post-test was significantly higher than that in the pretest. The planned health teaching is significantly effective in improving the knowledge regarding nursing ethics and law among nursing students.

Table no. 4 Shows the mean of knowledge, attitude, and practice of the main study

Knowledge	pre-test (mean)	post-test (mean)
section A Knowledge	2.025	14.875
section B Attitude	13.85	49.8
section C Practice	0.275	9.875

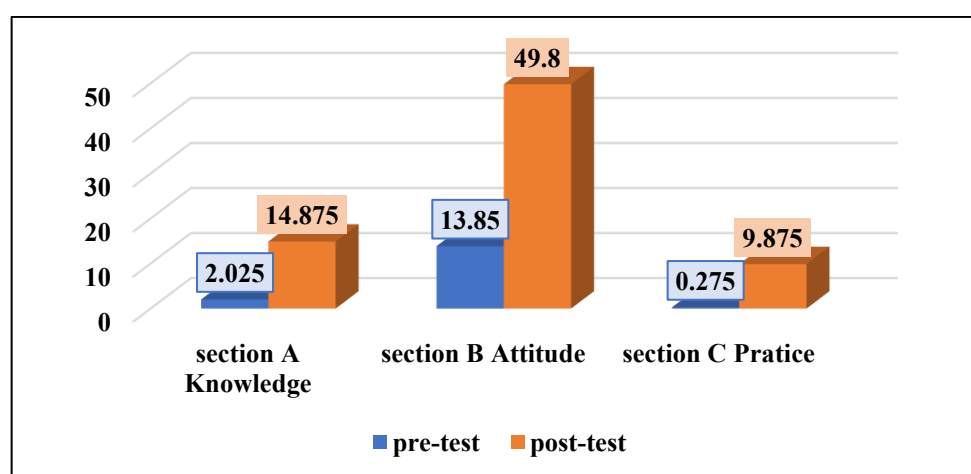


figure number. 3 Distributions of knowledge, attitude, and practice according to their mean value.

DISCUSSION

The present study was conducted with a quantitative approach and one pre-test and post-test design. The study subject is undergraduate nursing students 40 in number selected by purposive sampling technique. A pre-test was administered to the subject followed by planned teaching intervention to the subjects. Followed which post-test was carried out for the subject.

The findings of the present study are discussed based on demographic characteristics and objectives.

Pilot study: -

A pilot study is referred to as a small-scale preliminary try-out of the method to be used in a large study which acquaints the researcher with problems that can be corrected in proportion to the larger research study or is done to provide the researcher with an opportunity to try out the procedure, methods, and tools of data collection.

The pilot study was conducted in the month of December the pre-test, consent, and planned teaching were done on 16/11/2023 and the post-test was conducted after seven days of pre-test on 23/11/2023.

Implications for nursing education and practice: -

The finding of the study has the following implications in the areas of nursing education, nursing services, and nursing research.

Implementing planned teaching interventions could potentially lead to improved knowledge, attitude, and practice among nursing students.

Nursing research: -

Another research has been added to the nursing literature. The too, techniques and review and literature can provide an avenue for further studies. The finding of the study helps to understand “how to conduct research” and the “basis of the research.”

Ethical aspects: -

The investigator of the present study kept the ethical aspects in mind while conducting this study.

- 1) Approval from the institutional ethical committee will be taken for the present study.
- 2) In this study, informed consent was taken from the study subject prior to the data collection procedure.
- 3) The information furnished by the study subjects was kept confidential.

Limitations: -

- 1) The study is limited to nursing students in selected nursing college of metropolitan city.
- 2) The sample size of the study is limited to 40.

3) The study is limited to nursing colleges.

Assumptions: -

- 1) The nursing students may have previous knowledge regarding nursing ethics and law.
- 2) Planned teaching is an accepted method for imparting knowledge.

Recommendations for future research: -

A similar study can be suggested for further investigation.

A similar study can be included for larger-scale studies.

A similar study can be replicated in diverse populations.

The study can take longer follow-up periods.

CONCLUSION: -

The present study was conducted to evaluate the effectiveness of planned teaching on nursing ethics and law among nursing students in selected nursing college of metropolitan city. In this study, one group of pre-test and post-test designed were the 40 subjects selected through a purposive sampling technique and used the structured questionnaire and attitude scale for data collection. The data were analyzed and interpreted by applying the statistical method in which the mean t-test value and standard deviation were calculated. So, in conclusion, the findings of this study suggest that planned teaching has a significant positive impact on nursing ethics and law among nursing students.

SUMMARY: -

The present study titled "A study to assess the effectiveness of planned teaching on knowledge, attitude, and practice of nursing ethics and law among nursing students in selected nursing college of metropolitan city." The conceptual framework for the present study was developed from general system theory. It provided a comprehensive outlook for the study. The investigator one group pre-test and post-test design. The study was conducted at a selected nursing college in a metropolitan city. 40 subjects were selected conveniently. A structured questionnaire was used in the present study, for the data collection, which consisted of 4 sections, A for the demographic details of the subjects, section B for the assessment of Knowledge section C will assess the attitude of samples, and Section D to assess the practice of samples. The tool was validated by the experts. A pilot study was carried out to ensure the feasibility of the main study.

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**ANNEXURE- I
RESEARCH TOOL
INSTRUCTIONS:**

- Various possible alternatives to each question are given in the questionnaire
- Select only one alternative which is correct and tick marks on the alternative
- Confidentiality will be maintained
- Please answer all questions ☐ Do not do overwriting

SECTION- A

Demographic data:

- 1) Sample number: -

- 2) Email id: - _____
- 3) Age: -
- a) 18-20 years
 - b) 21-23 years
 - c) 24 years and above
- 4) Class: - _____

SECTION- B KNOWLEDGE

Questions: -

1. Nursing ethics is defined as “carrying out nursing responsibilities in a manner consistent with quality in nursing care and the ethical obligations of the profession.” By --
 - a) Emergency nursing association
 - b) American nurses’ association
 - c) Moral principles and values
 - d) State nursing association
2. Define Nurses Practice Act --
 - a) Carries out disciplinary action for nursing violation
 - b) Allow student nurses to practice on patient
 - c) Determines that nurses have the right to prescribe the medicine to the patient by self
 - d) The final authority (law) on what a nurse is legally obligated to do
3. Choose the correct example of the nurse's practice act --
 - a) Policy and procedure
 - b) Statutory law
 - c) Living wills
 - d) Good nursing ethics
4. State the ethical principle in nursing --
 - a) Autonomy
 - b) Justices
 - c) Beneficence
 - d) All of the above
5. Identify the subtype of tort
 - a) Assault
 - b) Criminal law
 - c) Regulatory law
 - d) Good Samaritan law
6. The first theory of nursing was developed by --
 - a) Hildegard Peplau
 - b) Ida Jean Orlando
 - c) Florence Nightingale
 - d) Dorothea Orem
7. At an accident scene a nurse stopped and began to provide emergency care for the victim, her action will be best labeled ethically as?
 - a) Triage
 - b) Beneficence
 - c) Non-maleficence
 - d) Respect for a person
8. Identify the one who has the advantage of the Good Samaritan Act --
 - a) Patient
 - b) Hospital
 - c) Nurses
 - d) Health care provider

9. Beneficence is concerned with _____
 - a) Doing good
 - b) avoiding harm
 - c) Respecting people
 - d) Be practical
10. Ethical decision-making frameworks _____
 - a) Give us the answer to ethical dilemmas
 - b) Are all the same
 - c) Provide us with different frameworks to help us identify key issues and arrive a plan of action with a clear rationale.
 - d) The decision taken by the nurses only
11. Non-maleficence is concerned with _____
 - a. Not doing good
 - b. Not intervening
 - c. Not doing harm
 - d. Equality and fairness
12. Which of the following is an ethical principle that guides nursing practice?
 - a) Autonomy
 - b) Utilitarianism
 - c) Virtue
 - d) Care
13. The nurse returns to the client's room in exactly four hours to administer the next dose of pain medication as promised. Which of the following ethical rules is best demonstrated by the nurse?
 - a) Fidelity
 - b) Confidentiality
 - c) Non-maleficence
 - d) Justice
14. Which of the following is an example of an ethical dilemma in nursing?
 - a) A nurse has to decide whether to follow a patient's advance directive or family's request.
 - b) A nurse has to decide whether to accept a gift from a grateful patient.
 - c) A nurse has to decide whether to report a colleague who made a medication error.
 - d) A nurse has to decide whether to join a union or not.
15. An example of negligence is?
 - a) Touching a patient without consent
 - b) Leaving an unstable patient unattended in the bathroom
 - c) Yelling at a patient
 - d) Speaking badly of a patient in the cafeteria

C) ATTITUDE

Sr. No	Questions	Strongly agrees (5marks)	Agree (4 marks)	Neutral (3 marks)	Disagree (2 marks)	Strongly disagree (1 marks)
1	Nurses must have the knowledge of nursing ethics and law					
2	Nurses have received sufficient training to use nursing ethics and law					
3	Nurses implement nursing ethics and laws in all practice					
4	A nurse should discuss the laws with the patient					

5	Nurses have a general interest to learn nursing ethics and law					
6	According to you ethical principles and laws are needed to be taught more to nursing students					
7	Top skills are improved after nursing ethics and law education					
8	Nursing ethics influence the attitude and behavior of nurses to improve the nurse-patient relationship					
9	Do you think that patients are getting neglected due to the malpractice of nurses?					
10	According to you is it necessary to maintain confidentiality about patient data?					

D) PRACTICE: -

SR.NO	QUESTIONS	YES	NO
1	Is it correct example of autonomy "A patient is transferred to post-op care, they may need an adjustment to their pain medication, treatment plan, or other necessities to help with their comfort.		
2	Have you withhold medical condition from sick patient to protect their emotions any time.		
3	Are you preventing the patient from harm or acting in a way that actively benefits someone.		
4	Have you approach your seniors whenever you face the law related problem while working in clinical setting.		
5	Have you documenting all the work done by you		
6	Have you handle or seen any case which is related to the law in hospital		
7	According to the law is it correct approach to give more importance to written orders?		
8	While handling medico legal cases in the hospital is it important for nurses to know about the law?		
9	Is obligation to tell the truth an example of autonomy		
10	Do you maintain the therapeutic communication with patient in a hospital.		

ANNEXURE- J**LESSON PLAN****Name of the student teacher: -** Ms. _____**General objective: -** At the end of the lecture, the nursing students will be able to understand nursing ethics and law.**Specific objectives: -**

- 1) Introduction of ethics
- 2) to define the nursing ethics
- 3) to describe the code of ethics
- 4) to define the law
- 5) to enlist the various types of law in nursing
- 6) to explain the difference between ethics and law
- 7) To list down the nurse's responsibility

Sr. no	Time	Specific objective	Content	Teaching learning activities	A.V aids	Evaluation
1.	2 min	Introduction of ethics	<p>Introduction: -</p> <p>Ethics originates from the Greek word “ethos,” which means character. Ethical values serve as universal guidelines for behavior, helping to identify actions, intentions, and motives that are considered valuable in various contexts. Ethics are essentially the moral principles that guide how individuals or groups behave and conduct themselves.</p> <p>In the field of nursing, Florence Nightingale is credited with developing the first nursing theory, which not only emphasized clinical competence but also highlighted the importance of ethics in patient care. Her work laid the foundation for understanding the moral obligations of nurses in their practice.</p> <p>Ethical decision-making frameworks are designed to help individuals navigate complex situations. These frameworks provide structured approaches to identify key ethical issues, evaluate possible outcomes, and determine the best course of action with a clear justification. By using these tools, healthcare professionals can make informed decisions that reflect both ethical principles and professional standards.</p>	Teaching cum discussion	Ppt	The group understands the introduction.
2.	2min	To define the nursing ethics	<p>Definition: -</p> <p>Nursing ethics is defined as “carrying out nursing responsibilities in a manner consistent with quality in nursing care and the ethical obligations of the profession.”</p> <p>-American nurses’ association</p>	Teaching cum discussion	Ppt	The group is understood definition of nursing ethics
3.	10 min	To describe the code of ethics	<p>Autonomy:</p> <p>Autonomy emphasizes the right of individuals to make their own choices. For instance, if a patient decides not to pursue a particular treatment due to personal beliefs or concerns, a nurse must respect that decision, even if they believe it is not in the patient’s best interest.</p> <p>An example of this would be a nurse supporting a patient's choice to refuse a life-saving procedure, understanding that the patient's decision should be honored.</p> <p>Nonmaleficence:</p> <p>This principle revolves around the duty to avoid causing harm.</p> <p>For example, if a nurse administers a medication to a patient, they must ensure that it will not have harmful side effects or interact negatively with other medications the patient is taking. If a nurse is unsure</p>	teaching cum discussion	Ppt and Poster	The group is understood the code of ethics.

		<p>about the safety of a treatment, it is their responsibility to double-check with the healthcare provider to prevent potential harm.</p> <p>Beneficence: Beneficence requires nurses to act in the best interest of their patients. A good example is when a nurse encourages a patient recovering from surgery to participate in physical therapy to regain mobility. The nurse must always balance the positive outcomes with potential risks. For instance, a nurse should not recommend exercise to a patient with heart disease if it could worsen their condition.</p> <p>Justice: Justice relates to fairness and equitable treatment. Nurses might find themselves in a situation where they need to allocate their time between multiple patients. For example, if one patient requires extra emotional support and the other needs urgent medical attention, the nurse must consider the urgency of each patient's needs and divide their time fairly. Justice also means ensuring that all patients, regardless of their background, receive the care they need without discrimination.</p> <p>Fidelity: Fidelity involves keeping promises and being trustworthy. For instance, if a nurse tells a patient, "I'll check on you in 15 minutes," it is essential that they keep that promise. Nurses also uphold fidelity by following through with commitments made to their team, such as ensuring accurate documentation or collaborating with other healthcare providers as promised.</p> <p>Veracity: Veracity is about telling the truth, even in difficult situations. For example, if a patient asks a nurse about the prognosis of a serious illness, the nurse should be truthful while also offering support and compassion. If a nurse withholds the truth to protect the patient's feelings, it could result in mistrust, and the patient may feel more anxiety when they later learn the truth. Therefore, maintaining honesty is crucial, even when the truth might be painful.</p> <p>Accountability: Accountability means being responsible for one's actions and decisions. For instance, if a nurse makes a mistake in administering medication, they must take responsibility, report the error, and work with the team to ensure the patient's safety. Nurses must be open about their actions and transparent in</p>			
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			reporting mistakes to improve patient care and safety. Responsibility: Responsibility refers to the specific duties tied to a nurse's role. A nurse may have the responsibility to monitor a patient's vital signs and adjust care as needed. For example, a nurse is responsible for assessing a patient's response to medication and making sure that any changes in the patient's condition are promptly communicated to the doctor.			
4.	2 min	To define the law	Laws are the very bulwarks of liberty; they define every man's right, and defined the individual liberties of all men. J.G. HOLLAND (1819-1881)	Teaching cum discussion	Ppt	The group is understood about the law
5.	5 min	To enlist the various types of law in nursing	Civil law: - the law regulating non-criminal activities between and among individuals and corporations. Tort: - A tort is a civil wrong committed against a person or property (real or personal) and is punishable by damages (i.e., monetary compensation) rather than imprisonment. The three basic categories of tort law are: - 1). negligent tort 2). intentional tort and 3). torts where strict liability is assessed regardless of fault False imprisonment: -Wrongful imprisonment occurs when a person (who does not have the legal right or justification) is intentionally restricts another person from exercising his freedom. When someone intentionally restricts another person's freedom, he can be found liable for false imprisonment in civil and criminal courts. Criminal law: - criminal law is society's expression of the limits of acceptable human and institutional behavior. A crime is any social. Good Samaritan law/act: - In that law health care provider give first aid care to needed personal and has advantage of this law like generally if anything goes in wrong way by unintentionally while providing first aid care this law provide immunity to that specific person from other laws. Nurses practice act: - Indian nurse practice act is the most important law affecting your nursing practice. Nurse practice acts broadly defines the legal scope of nursing – protects the public by broadly defining the legal scope of nursing practice. And cannot practice beyond limits stated. List violations that can result in disciplinary actions. Serves to exclude unlicensed people from practicing nursing	Teaching cum discussion	Poster	The group was understood about civil law.

			Malpractice: - It's mean that unprofessional behavior of nurses, pharmacist, physician, and accountant towards patient about neglected and carelessness to provide care and that might be harm others.			
6.	3 min	To explain the difference between ethics and law	<ul style="list-style-type: none"> ➤ Ethics <ul style="list-style-type: none"> • The moral principle that governs a person's behavior or the conducting of an activity • Unwritten principle • Interpreted by each individual • Presented by philosophers, religious, professional group • Personal choice • Priority determined by individual • No external decision maker • Limited enforcement ➤ Laws <ul style="list-style-type: none"> • A set of rules and regulation created and enforced by the administrative authority on a society/country with the intention of regulating human behavior for the common good • formal, written document • Interpreted by courts • Established by legislatures • Applicable to everyone • Priority decided by court • Court makes final decision • Enforceable by police and courts 	Teaching cum discussion	Chart	the group is understood about the difference among ethics and law
7.	5 min	To list down the nurse's responsibility	Legal responsibility of a nurse during admission and discharge of Medico Legal Case <ul style="list-style-type: none"> <input type="checkbox"/> After receiving the patient from OPD to ward, immediately inform the doctor on duty of that unit. <input type="checkbox"/> All the records of patient like OPD slip, admission slip, admission files must be kept under lock and key to prevent legal issues. <input type="checkbox"/> It is nurse responsibility not to show the patients records to anybody. <input type="checkbox"/> It is nurse responsibility not to show or hand over to any police personnel. <input type="checkbox"/> It is also a nurse responsibility not to throw any discharge of patient without the permission of physician. <input type="checkbox"/> Nurse should keep the belonging of the patient in her custody. <input type="checkbox"/> Take consent of relative or patient for any kind of procedure or treatment. 	Teaching cum discussion	Ppt	The group is understood about the nurses responsibility

			<input type="checkbox"/> Avoid answering enquirers to an insurance agent. <input type="checkbox"/> The condition of patient should be reported verbally to relatives. <input type="checkbox"/> Maintain all records of the patient accurately Legal responsibility of a nurse in the Admission and Discharge of mentally ill patients <input type="checkbox"/> As per the Indian Mental Health Act 1987, a major patient (mentally ill) gets admitted on a voluntary adult basis. <input type="checkbox"/> After admission, nurse should check the application form for admission is accompanied by the report of two medical officers out of which one should be a government doctor. <input type="checkbox"/> Check the signature of the patient or relative after discharge of the patient. <input type="checkbox"/> Note the permanent and correspondence address of the patient. Legal responsibilities of a nurse while administrating medication <input type="checkbox"/> Keep in mind 5k while administering medication. <input type="checkbox"/> Follow only the written order of the physician. <input type="checkbox"/> Strict monitoring of medicines especially one which changes the chemistry of blood. <input type="checkbox"/> Medicine containers must be properly labeled. Legal responsibilities of a nurse during organ transplant As a nurse, she should be aware that an uninformed donor prepared under sedation for the removal of any part is criminal in a court of law. So, it is the nurse's responsibility to get the consent signed by relatives as per the desire of the deceased.			
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SUMMARY:

In the presentation, we discussed the introduction of ethics and law, definition, code of ethics, types of law, difference between ethics and law, and nurses' responsibility

CONCLUSION:

The group was attentive and participated in discussion, they understood the knowledge about plastic and plastic products. Participant's doubts and quarries cleared during the discussion.