

The Experience of Accelerated Nursing Program Graduates Utilizing Ethics in their Nursing Practice

Mary Ann Siciliano McLaughlin
Gwynedd Mercy University, USA

This study, based on hermeneutic phenomenology, asked: What is the experience of accelerated nursing program graduates utilizing ethics in their nursing practice? Using van Manen's phenomenological method, 10 accelerated nursing program graduates were interviewed to illuminate their lived experience of utilizing ethics in their nursing practice. Through the process of reading and rereading transcripts five essential themes emerged: the nurse serving as a patient advocate, the nurse promoting a dignified death for a patient, the nurse fostering the humane side to patient care, the nurse encouraging virtuous integrity, and the nurse actualizing authentic leadership.

The integrative textual statement synthesized from the themes was: The experience of utilizing ethics in practice among accelerated nursing graduates is one of demonstrating virtuous integrity by respecting the humane side of patient care, serving as the patient's advocate, and when called upon, promoting a dignified death for a patient. Nurses accomplish this by leading through authenticity.

Implications for education included ethics education on a formal and an informal basis as well as the incorporation of the five essential themes into the educational process. This study supported the tenets of authenticity as a framework for the education and the use of ethics in both nursing programs and practice areas.

Implications for nursing practice included the utilization of the model in practice. Also, accountability was identified as imperative for ethical practice.

Implications for future research included study replication with other cohorts such as prelicensure and advanced practice graduates. A future quantitative study may be developed from this initial qualitative study. Finally, this study lends itself to transferability to other professional fields outside of nursing.