



# the integration of a DOCUMENTARY FILM as an educational tool to promote Critical Thinking and Group Discussion about bioethical issues in critical care nursing practice

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**INTRODUCTION:** Generating and facilitating a group discussion where bioethics is the intended focus is challenging since this requires an abstract conceptualisation about concrete and dilemmatic experiences shared by a same group. Critical care nurses face several sources of bioethical conflict with multiple perspectives in their practice; if unresolved, these conflicts may lead to job dissatisfaction and triggers burnout syndrome (Park *et al.*, 2015). The use of innovative methods in nursing education has the potential to prepare these nurses to solve bioethical conflicts in clinical practice (Hoskins *et al.*, 2018). Previous practices noted by the author showed that the use of a PowerPoint® slide with written information about a specific case scenario is not effective to promote critical thinking nor group discussion amongst students attending a postgraduate course in critical care nursing.

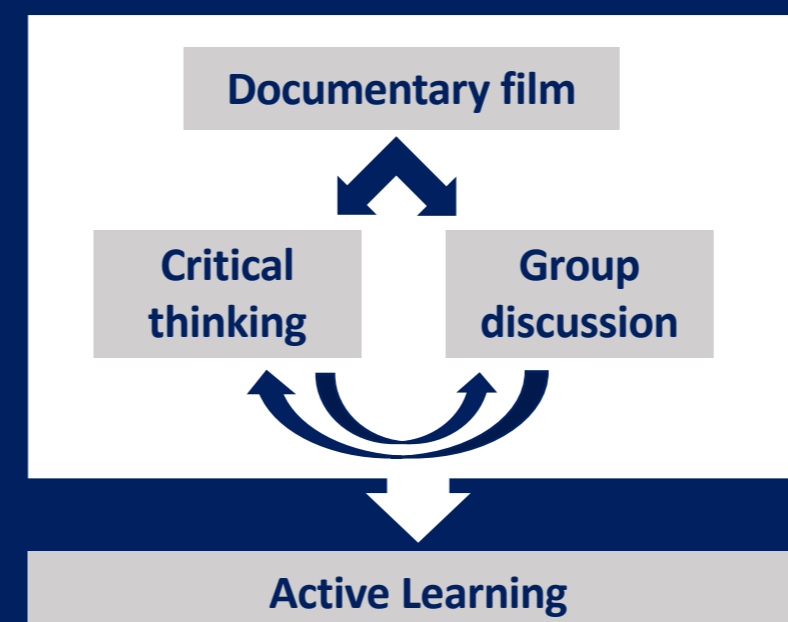
**Aim:** This pedagogic intervention aims to promote critical reflection and group discussion amongst critical care nursing students about bioethical issues related to their clinical practice. The integration of a documentary film will be explored as an educational tool for a case-based exercise with a view to improve student engagement and satisfaction in the proposed learning activities when attending a postgraduate course in critical care nursing.

## 1. LITERATURE REVIEW



Videos have been considered as a highly effective educational tool in higher education (Brame, 2016; Castellanos *et al.*, 2017). Indeed, videos (e.g. documentary film) have the potential to illustrate abstract phenomena instigating both visual and auditory learning (Brame, 2016; Lee, 2018). Moreover, videos encourage student reflection and discussion about clinical scenarios being a cost-effective option since they are used in a safe learning environment reducing the instructor's workload (Castellanos *et al.*, 2017; Wirihana *et al.*, 2017; Yoo *et al.*, 2009). It can be seen from this analysis that the integration of a documentary film instead of a PowerPoint® slide with written information promotes a richer perception of a given case scenario; this contributes to a more realistic reflection and discussion amongst different students with multiple backgrounds (Wirihana *et al.*, 2017).

To maximise the identified benefits from a documentary film as an educational tool, it is important to embed the chosen video in a context of active learning; this can be done by using guiding questions in order to generate group discussion (Brame, 2016). Group discussion is an effective active learning exercise (Hattie, 2015). In fact, past and recent evidence shows improved learning experience when promoting group discussion in higher education, either online or in the classroom (Bender, 2012; Davis and Murrell, 1993). Subsequently, active learning promotes the development of critical thinking skills (Nelson and Crow, 2014; Samson, 2015).



## 2. CONTEXT

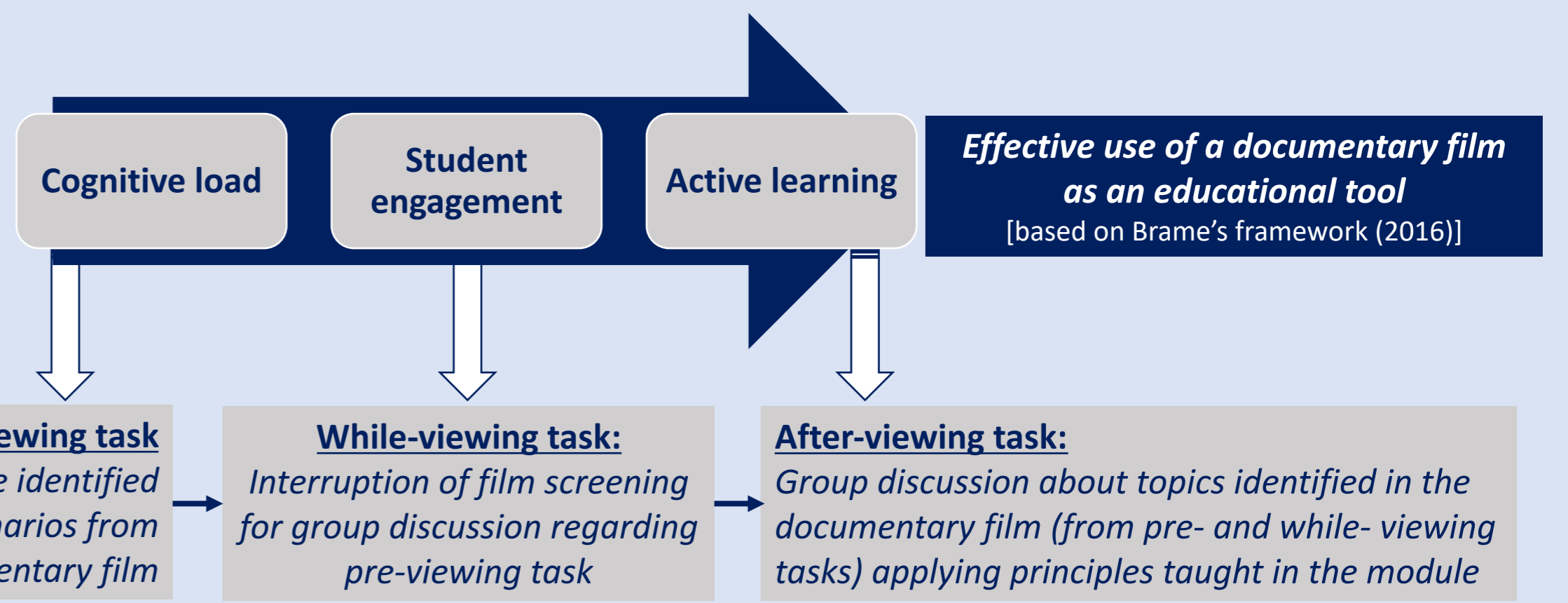
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Bioethical issues in  
critical care nursing



- Postgraduate course (levels 6 and 7); continuing professional development course for nurses
- Part-time students, working in Intensive Care Units as staff nurses
- Age range 26-41; both genders; multiple nationalities

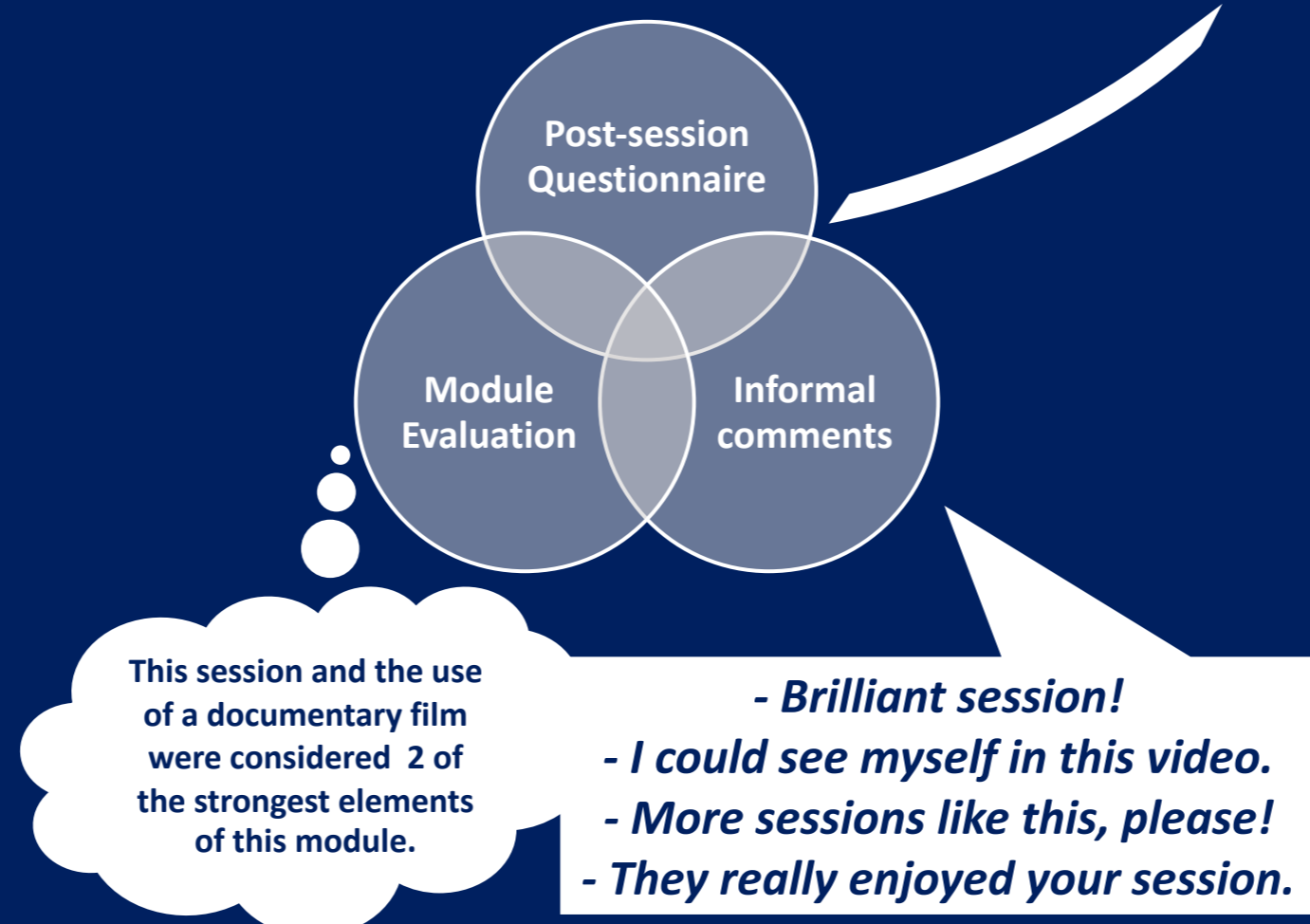
## 3. METHODOLOGICAL STEPS



## 4. EVALUATION

To evaluate this pedagogical intervention, a triangulation of different methods and sources has been performed in order to facilitate the validation of the feedback obtained. A post-session questionnaire and a module evaluation survey were applied to obtain formal feedback from the students who did attend this session; their participation in this evaluation process was voluntary. Informal feedback was also obtained from the students in the classroom and also by the module leader/mentor. Overall, students were positively satisfied with this pedagogical intervention, suggesting more time in the future for similar activities. From a personal perspective, this experience was also enjoyable since students' engagement in the group discussion was frankly notorious. The intended outcomes have been satisfactorily achieved throughout this intervention.

- Group discussion and topics emerged 8/10
- Case scenarios and relevance to practice 9/10
- Overall students' satisfaction 9/10



## 5. FINAL CONSIDERATIONS

This pedagogical intervention aimed to promote critical thinking and group discussion through the integration of a documentary film instead of a PowerPoint® slide with written information about specific cases / clinical scenarios. Its effectiveness as an educational tool has been confirmed by the levels of student engagement and satisfaction in this learning activity, strengthening previous evidence provided by Brame (2016), Castellanos *et al.* (2017), Lee (2018), Wirihana *et al.* (2017) and Yoo *et al.* (2009). Further research should be performed in the specific field of bioethics and ideally comparing different educational tools/methods in postgraduate courses. In future sessions, other strategies could be also implemented given its proved effectiveness, e.g. simulation practice and expert-patient as a teacher (Hoskins *et al.*, 2018). However, required resources such as time and staff must be considered to determine its cost-effectiveness.

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