

Thesis Title	Ethical Dilemmas and Ethical Decision Making of Nursing Students in Providing Care for Patients with Mental Illness in North Sumatra, Indonesia
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Abstract

The purpose of this descriptive research was to study ethical dilemmas and ethical decision making of nursing students in providing care for patients with mental illness in North Sumatra, Indonesia. Data were collected from 176 third-year students who were enrolled in the nursing ethics course, mental health nursing course, and mental health nursing practicum. The random sampling approach was used to select the subjects. The instruments were self-reporting questionnaires which consisted of: (1) the Personal Data Questionnaire (PDQ), (2) the Ethical Dilemmas Questionnaire (EDQ), and (3) the Ethical Decision Making Questionnaire (EDMQ). The questionnaires were developed by the researcher and validated by three experts in nursing ethics and two experts in mental health nursing. The reliability of EDQ and EDMQ instruments were tested by the test-retest method and analyzed using the Pearson's product moment correlation coefficients. A significant correlation had been found in the test-retest reliability of EDQ (advocating for patients vs. lack of authority, professional obligation vs. protecting oneself from risk, intradisciplinary and interdisciplinary conflicts, and respect for autonomy vs. doing good for patients/others) were .84, .79, .78, and .73, respectively. The test-retest correlation

coefficients of the EDMQ instruments were as follows: (1) the bureaucratic-centered sub-scale was .79, (2) the physician-centered sub-scale was .74, and (3) the patient-centered sub-scale was .76. Data were analyzed using descriptive statistics.

The results of this study showed that there were dilemmas that were usually faced by nursing students. The dilemmas were categorized into four main sub-scales with the mean scores as follows: (1) advocating for patients vs. lack of authority (mean = 1.86, SD = .48), (2) professional obligation vs. protecting oneself from risk (mean = 1.79, SD = .45), (3) intradisciplinary and interdisciplinary conflicts (mean = 1.75, SD = .52), and (4) respect for autonomy vs. doing good for patients/others (mean = 1.63, SD = .39). The levels of disturbances for all of the ethical dilemmas were at a moderate level. However, the dilemma of advocating for patients vs. lack of authority had the highest mean score of the disturbance for nursing students (mean = 1.56, SD = .59), followed by dilemmas of intradisciplinary and interdisciplinary conflict (mean = 1.52, SD = .63), professional obligation vs. protecting oneself from harm (mean = 1.47, SD = .59), and respect for autonomy vs. doing good for patients/others (mean = 1.44, SD = .49).

As for ethical decision making, it was found that ethical decision making based on the bureaucratic-centered model was the most frequently used by students (mean = 1.79, SD = .45), followed by the physician-centered model (mean = 1.74, SD = .51), and the patient-centered model (mean = 1.70, SD = .40).

It is expected that the results of this study can be used as baseline information to help nursing students to assess ethical dilemmas and to improve their knowledge and skills in making ethical decisions in order to provide care for patients with mental illness.