

Thesis Title	Ethics Education for Nursing Students in Diploma III Programs in Central Java, Indonesia
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Abstract

The purpose of this study was to describe ethics education for nursing students in Diploma III programs in Central Java. Two hundred and forty seven nursing students and fourteen ethics teacher respondents participated in this study. Students were recruited by using systematic random sampling. All fourteen ethics teachers of the five programs were included this study. Data were collected by self-report questionnaires, namely Students' Characteristic Assessment (SCA), Teachers' Background Assessment (TBA), Ethics Contents and Learning Process Questionnaire (ECLPQ) and (4) Ethical Decision Making Questionnaire (EDMQ) which consisted of three parts: patient-centered model, physician-centered model, and bureaucratic-centered model. All instruments were validated by two experts from Thailand and five experts from Indonesia. The reliability of EDMQ was determined with Cronbach's alpha coefficient; that for the patient-centered model was .83, that for the physician-centered model was .81, and that for the bureaucratic-centered model was .83. Data were analyzed using descriptive statistics.

All five DIII programs had two ethics courses; 'Nursing Ethics' and 'General Ethics and Etiquette'. Ethics course contents included ethical theories, principles, code, issues, and decision-making. All five DIII programs integrated ethics contents in most practicum courses.

In theory courses, all five DIII programs used 'lecture' and 'discussion' as teaching methods. In addition, most nursing programs used case analysis. Examination, report, class presentation, discussion, and seminar were used in evaluation strategies. In practicum courses, all programs evaluated nursing students by observation of ethical behaviors. Instructors and staff nurses were the persons who were involved in evaluating students' ethical behaviors in all programs.

Nursing students participated more frequently in ethical decision-making based on the patient-centered model (mean = 2.09, SD = .51) and on the bureaucratic-centered model (mean = 2.02, SD = .54) than on the physician-centered model (mean = 1.68, SD = .57).

The result of this study would be used as baseline information on ethics education for developing nursing ethics course in nursing curricula in DIII programs. Proper ethics teaching would be of benefit to prepare students to actively participate in ethical decision making in order to raise the quality of nursing practice.