## **CONTENTS**

	Page
Abstract	(3)
Acknowledgment	(5)
Contents	(7)
List of tables	(11)
List of figure	(12)
CHAPTER	
1. INTRODUCTION	1
Background and Significance of the Research Problem	1
Objectives of the Study	4
Research Questions	5
Theoretical Framework	5
Definition of Terms	8
Significance of the Study	9
2. LITERATURE REVIEW	11
2.1 Ethics Education	12
2.1.1 Importance of ethics education in nursing profession	12
2.1.2 Goals/objectives of ethics education	14
2.1.3 Types of ethics courses	15
2.1.4 Approaches to ethics teaching	19

# **CONTENTS (Continued)**

			Page
	2.2 Teach	ing and Learning Processes	22
	2.2.1	Teaching and learning strategies	23
	2.2.2	Teaching methods in theory courses of ethics	24
	2.2.3	Clinical ethics teaching strategies	30
	2.2.4	Evaluation in ethics teaching	32
		2.2.4.1 Evaluation in theory courses	32
		2.2.4.2 Evaluation in practicum courses	35
	2.2.5	Factors influencing effective teaching and learning	38
	2.3 Ethica	l Decision Making	39
	2.3.1	Definition of ethical decision making	38
	2.3.2	Theoretical foundations for ethical decision making	40
		2.3.2.1 Moral values	40
		2.3.2.2 Ethical principles	42
		2.3.2.3 Ethical concepts for nurses	44
		2.3.2.4 Code of ethics for nurses	47
		2.3.2.5 Patients' rights	50
	2.3.3	Ethical decision making process	51
	2.3.4	Ethical decision making models	53
3.	RESEAR	CH METHODOLOGY	56
	Resea	rch Design	56

# **CONTENTS (Continued)**

		Page
	Settings	56
	Populations	57
	Sample and Sampling	57
	Instruments	58
	Data Collection Methods	63
	Ethical Consideration	64
	Data Analysis	65
4.	RESULTS AND DISCUSSION	66
	4.1 Results	66
	4.1.1 Students' Characteristics and Teachers' Background	66
	4.1.2 Ethics Course Contents	70
	4.1.3 Teaching Learning Methods	72
	4.1.4 Evaluation of Ethics Teaching	73
	4.1.5 Students Participation on Ethical Decision Making	74
	4.2 Discussion	79
	4.2.1 Students' Characteristic and Teachers' Background	80
	4.2.2 Ethics Teaching in D III Programs in Nursing	90
	4.2.3 Students Participation on Ethical Decision Making	91
5.	CONCLUSION AND RECOMMENDATION	101
	Summary of the Study Findings	101

# **CONTENTS (Continued)**

	Page
Implications and Recommendations	103
References	106
Appendices	119
Appendix A: Informed Consent.	120
Appendix B: Instruments for Nursing Students	121
Appendix C: Instruments for Ethics Teachers	124
Appendix D: Instruments for Coordinators of Ethics Course	126
Appendix E: Tables	132
Table E-1 Frequencies and percentages of ethical decision making	
based on the patient-centered model (n = 247)	132
Table E-2 Frequencies and percentages of ethical decision making	
based on the physician-centered model (n = 247)	133
Table E-3 Frequencies and percentages of ethical decision making	
based on the bureaucratic-centered model (n = 247)	134
VITAE	135

## LIST OF TABLES

Table		Page
1.	Mean, standard deviation, frequencies, and percentages of nursing	
	students' characteristics (n = 247)	67
2.	Means, standard deviations, frequencies, and percentages of ethics	
	teachers' background (n = 14)	69
3.	Frequencies and percentages of the ethics contents in theory courses	
	and practicum courses in DIII programs (n = 5)	71
4.	Frequencies and percentages of ethics teaching methods in theory	
	courses and practicum courses in DIII programs (n = 5)	72
5.	Frequencies and percentages of evaluation in theory courses and	
	practicum courses in DIII programs (n = 5)	73
6.	Means, standard deviations, and frequencies of students	
	participation on ethical decision making in DIII programs (n = 247)	75
7.	Means, standard deviations, and frequencies of ethical decision	
	making based on the patient-centered model (n = 247)	76
8.	Means, standard deviations, and frequencies of ethical decision	
	making based on the bureaucratic-centered model (n = 247)	77
9.	Means, standard deviations and frequencies of ethical decision	
	making based on the physician-centered model ( $n = 247$ )	79

## LIST OF FIGURE

Figure	
1. The framework to study nursing ethics education for nursing	
students in Diploma III programs	6