

EMELDA NZANGE ATABE and DONILLER TEIKAM MBI-  
ANDA

**ETHICAL DILEMMAS FACED BY  
NURSES AND NURSING STUDENTS  
DURING CLINICAL PRACTICE**

Bachelor's thesis

Degree In Nursing And Healthcare

BNKT22SP 2024

XAMK, KOTKA



**South-Eastern Finland  
University of Applied Sciences**

Author(s)	Emelda Nzange Atabe and Doniller Mbianda Teikam
Thesis title	Ethical dilemmas faced by nurses and nursing students
Commissioned by	XAMK
Year	2024
Pages	xx pages, x pages of appendices/1 appendix page
Supervisor(s)	Sari Engelhardt

## **ABSTRACT**

Nurses and nursing students encounter diverse ethical dilemmas and challenges during clinical practice. Many studies have been carried out concerning these challenges, yet these challenges are common reoccurring problems faced by nurses and nursing students.

This thesis aimed to explore the ethical dilemmas faced by nurses and nursing students during clinical practice and to identify strategies used to overcome these challenges. The purpose of this study was to provide insights that can improve nursing practices, enhance patient care, and support the professional growth of healthcare providers.

The method used for this research was a descriptive literature review with thematic analysis of our content to do analysis of the selected articles. The articles were gathered using databases like Pubmed, CINAHL, Science Direct, Google scholar, ProQuest and Sage Premier. To filter this selection, this research had inclusion and exclusion criteria.

After analysis, five main themes emerged from the data; the challenge of ethical competence, Ethical decision-making challenges, the challenge of working with a team, caring for prisoners and patient refusal to treatment. Some solutions to these challenges were also found; Ethical decision-making models, reflective practice, cultural competence training, ethical training, and mentorship, interprofessional and collaboration training, developing moral sensitivity and maintaining professionalism and ethical integrity.

Even though nurses try to play their part in managing these challenges, it is important to include mentorship programs in the nursing curriculum to help nurses and nursing students navigate these challenges. More research should also be conducted on this subject to create more awareness of ethical dilemmas and improve the clinical setting.

## Contents

INTRODUCTION .....	5
1 ETHICAL DILEMMAS FACE BY NURSING PRACTITIONERS AND NURSING STUDENTS .....	6
2 ETHICAL PRINCIPLES AND THEORIES .....	7
2.1 Ethical principles.....	7
2.2 Ethical Theories .....	9
2.3 The Role of Reflective Practice.....	10
2.4 Ethical Decision-Making Models .....	11
2.5 The Nursing Professional Value Scale .....	12
3 AIM, PURPOSE, AND RESEARCH QUESTION.....	12
4 METHODOLOGY .....	13
4.1 Descriptive Literature Review as a Research Method .....	13
4.2 Data analysis (Thematic) .....	13
4.3 Literature Search and Selection Process.....	14
<b>5 RESULTS.....</b>	<b>17</b>
5.1 The Challenge of Cultural Competence.....	18
5.2 The Challenge of Ethical Decision-Making .....	19
5.3 The Challenge of Working with a Team.....	20
5.4 Patient refusal to nursing care and treatment .....	21
5.5 Providing nursing care for criminals.....	22
5.6 Ethical Decision-Making Models .....	23
5.7 Reflective Practice .....	23
5.8 Cultural Competence Training .....	25
5.9 Ethical Training and Mentorship .....	26
5.10 Interprofessional Collaboration and Communication Training .....	26

5.11	Developing Moral Sensitivity and Ethical Competence .....	26
5.12	Maintaining Professionalism and Ethical Integrity .....	27
5.13	Challenges in Managing Patient Refusal of Care and Treatment .....	27
6	DISCUSSION .....	28
6.1	Ethical Considerations .....	30
7	CONCLUSION.....	30
7.1	Future Research Directions .....	31
8	REFERENCES .....	33

Figure 1 ..... Gibb's Reflective Cycle (1988)

Appendix

Research table

## Introduction

In the face of ongoing changes and demands in healthcare, nurses and nursing students often find themselves at a crossroads of ethical dilemmas, where the complexities of patient care intersect with moral responsibilities and professional duties. Nurses often encounter contradicting ideas, attitudes, and goals in clinical practice. Fortunately, as nursing students are in the first years of their education and training that provide a foundation for ethical reasoning and decision-making (Silverman et al. 2022), they experience moral dilemmas throughout this process.

The aim of this study is to explore the ethical dilemmas faced by nurses and nursing students during clinical practice and to identify strategies used to overcome these challenges, providing insights that can improve nursing practices, enhance patient care, and support the professional growth of healthcare providers. Through phenomenology, the study aims to deeply describe ethical struggles in nursing holistically with perspectives of its various phenomena and their magnitude that affect people, organisations, and society by examining scholarly literature (Aziz et al. 2019) for lived experiences.

The purpose of this study is to examine and describe the strategies used to address the challenges faced by nurses and nursing students in their practice. This research focuses on understanding the specific difficulties encountered in areas such as cultural competence, ethical decision-making, and teamwork. By exploring the methods used to overcome these challenges. This study contributes to the ongoing conversation on concepts about ethical practice among nurses, nursing students as well as other stakeholders such as educators and policymakers by synthesising existing literature together with generating fresh knowledge to further enhance informed understanding and most probably fostering a culture of awareness in addition to an ethical competency amongst nurses (Zhang et al. 2021).

This thesis, therefore, points out that the importance of moral knowledge, reflection, and decision-making in nursing practice and education cannot be overstated. It advocates for a strong ethical education and support system so that

nurses and nursing students may address ethical dilemmas ethically and effectively. In commencing this journey of discovery, we should be reminded of the heavy and important responsibility laid on the shoulders of nurses and nursing students through the principles and ethical standards underpinning this fabulous profession (Gibson et al. 2019).

## **1 ETHICAL DILEMMA FACED BY NURSING PRACTITIONERS AND NURSING STUDENTS**

An ethical quandary occurs when a person is presented with a circumstance in which they must choose between two or more ethically contradictory choices, each of which looks acceptable or reasonable. In other terms, an ethical quandary emerges when competing moral standards or values make it difficult to discern the right course of action (Campinha-Bacote. 2007). Sometimes, ethical dilemmas in healthcare can be seen to involve complex considerations where there is a conflict between different ethical principles, such as autonomy, beneficence, nonmaleficence, and justice.

Nursing students are potential healthcare providers who are currently registered in a nursing school, such as universities of applied sciences in Finland, and are looking forward to being licensed as registered or practical nurses. In the process of training, participants continue experiencing ethical dilemmas that challenge their newly developed ethical perspectives and skills in decision-making (Durmaz. 2022). These experiences are essential for the growth and development of ethical nursing students while they manage the complex care of patients alongside their professional responsibilities (Albert et al. 2020).

A nursing practitioner is a registered nurse who has gone through further advanced education and practice to the level of a master's or Doctor of Science in nursing, offering advanced nursing care, which includes diagnosing,

treating, and managing health concerns. Nurse practitioners normally are specialists in different fields of practice and are found in different working environments, including hospitals, clinics, and primary care offices (Barlow. 2014). They are thus faced with ethical dilemmas that challenge them to maintain the balance between professional responsibility and ethical ideals of patient autonomy, beneficence, and justice.

Clinical practice is the use of medical or healthcare methods in real-life situations as it allows for direct patient care. Nursing bedside practice involves several different activities: assessment of patient's health, administration of medicines and treatment (if ordered), nursing intervention through procedures based on protocols or not to manage needs that precede the curing process. (Betancourt et al, 2002). Ethical dilemmas in clinical practice are situations where there is a conflict between the professional obligations of healthcare workers and patients' rights or preferences, this requires nurses to make decisions that respect both ethical principles as well as patient best interests (Ylitörmänen et al. 2019).

## **2 ETHICAL PRINCIPLES AND THEORIES**

### **2.1 Ethical principles**

Ethics principles are the cornerstone guidelines in healthcare, directing decision-making to ensure actions are governed by central moral values and professional standards. These principles structure a way of addressing ethical dilemmas in patient care: autonomy, beneficence, non-maleficence, and justice. According to Beauchamp and Childress (2013), these principles are indispensable in giving directions that guide addressing the ethical intricacies in health care to ensure that decisions arrived at by nurses respect the rights of the patient, promote their well-being, and maintain professional integrity.

#### **Biomedical Ethics Principles**

Beauchamp and Childress's (2013). biomedical ethics principles serve as a compass for healthcare practitioners as they navigate the complicated

environment of medical practice. These principles autonomy, beneficence, nonmaleficence, and justice are especially important when coping with the day-to-day issues that nurses encounter.

### Autonomy

At its foundation, autonomy is about respecting patients' freedom to choose their treatment. This can lead to challenging circumstances for nurses for example a patient denying a life-saving therapy due to personal convictions. Nurses are frequently torn between following the patient's desires and their professional duty to improve health and preserve lives (Johnstone. 2016). This kind of dilemma may occur when the notion of autonomy clashes with the nurse's desire to assist.

### Beneficence

Beneficence refers to doing good by ensuring that the treatment delivered is in the best interests of the patient. A challenging question arises when a patient's preference conflicts with what is medically considered the optimal choice. For example, if a patient prefers a treatment choice that the nurse is aware is less successful, the nurse must manage this ethical quandary by combining respect for the patient's desires with their professional judgment (Butts and Rich. 2019).

### Non-maleficence

This ethic, commonly known as "do no harm," is one of the most profoundly ingrained in healthcare. However, every therapy carries dangers, which nurses must assess against the possible benefits. Consider the tough decisions that nurses make in end-of-life care when the aim is frequently to reduce suffering. Nonmaleficence directs nurses to make decisions that avoid needless damage, even when the distinction between harm and gain is not always evident (Harris & Holm. 2018).

### Justice

Justice in healthcare is concerned with justice and equality, ensuring that all patients receive the necessary care without prejudice. In practice, this idea

becomes critical when resources are limited, and nurses must determine how to prioritize their time and attention. Ethical quandaries emerge when nurses must select between patients, making judgments that may appear unjust to those receiving less care (Daniels. 2008).

These concepts are more than simply theoretical; they are reflected in nurses' everyday decisions and actions. For example, while getting informed consent, nurses must ensure that patients completely grasp their alternatives while respecting their autonomy and beneficence (Edwards. 2020). Similarly, decisions about withholding or withdrawing treatment necessitate a delicate balance of nonmaleficence and beneficence, particularly in emotionally charged situations (Henderson. 2021).

## **2.2 Ethical Theories**

Ethical theories offer a broader perspective from which to observe and understand the moral judgments that nurses must make. These ideas assist nurses in framing their thoughts and behaviours when confronted with ethical dilemmas (Butts & Rich. 2019). By applying ethical theories such as utilitarianism, deontology, and virtue ethics, nurses can navigate complex situations with a structured approach that considers the consequences, duties, and character traits relevant to their decisions (Beauchamp & Childress. 2013). This theoretical framework is essential for ensuring that nursing practice not only adheres to professional standards but also aligns with broader moral principles (Grace. 2018).

### **Deontology**

Baker, 2016 explains that Duty and regulations are central to deontological ethics, which stems from Immanuel Kant's philosophy. For nurses, this may entail adhering to professional norms of ethics, even if these regulations appear harsh or disregarding, they may result in better outcomes. For example, exposing a colleague's error is a painful but important action motivated by a deontological commitment to honesty and patient safety, even if it strains personal relationships.

### Utilitarianism

Utilitarianism is concerned with outcomes choosing the action that will benefit the largest number of people. In nursing, this approach is frequently applied in public health, where judgments may emphasize the interests of the community over the individual. During a flu outbreak, for example, vaccination healthcare professionals first may be justifiable on utilitarian grounds since it protects the greater population (Shahriari et al. 2013).

### Virtue Ethics

Virtue ethics transfers the attention away from laws and consequences and toward the character and virtues of the decision-maker. In nursing, this suggests that being a good nurse entails more than just following regulations and producing positive results; it also entails being empathetic, honest, and fearless. Virtue ethics helps nurses cultivate these characteristics, making them naturally motivated to make ethical judgments in every scenario (Sellman. 2011).

These ethical theories are more than just academic notions; they may help nurses manage the challenges of real-world practice. Nursing education frequently incorporates these ideas, allowing students to understand the logic behind their choices and training them to deal with ethical quandaries intelligently and efficiently (Fowler. 2016).

## **2.3 The Role of Reflective Practice**

Reflective practice is another key tool in a nurse's ethical repertoire. It is about reflecting on past events to learn from them, so enhancing both personal and professional practice.

### Gibbs' Reflective Cycle

Gibbs' Reflective Cycle (1988) is a practical approach that nurses use to process their experiences. Nurses may continually learn and grow by reflecting on what happened, how they felt, what worked well, and what might be improved. This type of contemplation is especially useful in ethical decision-making because the best option is not always obvious (Bulman and Schutz. 2013).

### Building Ethical Competence

Reflective practice is critical for establishing ethical competency. Nurses who reflect on their decisions frequently might have a better understanding of their principles and how they impact their actions. This self-awareness enables nurses to operate more consistently and ethically, particularly in tough situations (Berglund. 2017).

Reflective practice is not just a personal exercise; it is integrated into many facets of nursing. Nurses are encouraged to reflect on and learn from their experiences through mentorship, debriefing, and continued education, which will enable them to approach future ethical difficulties more confidently (Gustafsson & Fagerberg. 2017).

## **2.4 Ethical Decision-Making Models**

Ethical decision-making models offer structured methods to help nurses navigate complex ethical dilemmas (Butts & Rich. 2019). These models provide a systematic approach to identifying ethical issues, considering applicable principles and values, evaluating potential actions, and making well-informed, ethically sound decisions (Purtilo & Doherty. 2015). By employing these models, nurses can ensure that their decisions are consistent, rational, and in line with professional standards and ethical guidelines (Morrison & Furlong. 2019).

### The DECIDE Model

The DECIDE model is one such technique, providing step-by-step guidance for making ethical judgments. Nurses may make more considered and informed decisions by thoroughly describing the problem, developing criteria, exploring options, and assessing the outcome (Thompson et al. 2006).

### The Four-Box Model

Another helpful tool is the Four-Box Model, which is especially helpful in clinical situations when several ethical dilemmas are present. This approach assists nurses in considering all pertinent considerations before making a choice

by breaking down the decision-making process into medical indications, patient preferences, quality of life, and contextual elements (Jonsen et al. 2010).

### Choosing the Right Model

These models are not universally applicable. A model may be better suited for one certain circumstance than another. In fast-paced settings like emergency care, for example, where choices must be made promptly yet carefully, the DECIDE model is frequently applied (Johnstone. 2016). In complicated circumstances that call for a more thorough examination of several ethical dimensions, the Four-Box Model may be more helpful (Morrison & Furlong. 2019).

## 2.5 The Nursing Professional Value Scale

The nursing professional value scale is a tool that was derived from a set of values that was established by the American Nurses Association Code of Ethics. This scale was founded by Weis and Schank in the year 2000. In the scale is design items are scored ranging from 1 to 5, the score 1 being “not important” and a score of 5 meaning “extremely important”. These scores are obtained from items from 31 to 155. It is subdivided into dimensions: “human dignity,” “responsibility,” “taking action,” “security” and “autonomy”. (Bektas et al. 2022).

## 3 AIM, PURPOSE, AND RESEARCH QUESTION

The aim of this study is to explore the ethical dilemmas faced by nurses and nursing students during clinical practice and to identify strategies used to overcome these challenges, The purpose of this study is to provide insights that can improve nursing practices, enhance patient care, and support the professional growth of healthcare providers. This study will answer the following research questions:

1. What are the dilemmas faced by nursing students during clinical practice?
2. What are the dilemmas faced by nurses during clinical practice?

3. What strategies are used to address ethical dilemmas faced by nurses and nursing students during clinical practice?

## **4 METHODOLOGY**

### **4.1 Descriptive Literature Review as a Research Method**

A descriptive literature review is a research methodology that entails the methodical identification, assessment, and synthesis of extant research on a certain subject matter to furnish an all-encompassing synopsis of the present state of knowledge. This approach tries to characterize the scope of research, spot patterns and trends, and draw attention to gaps in the literature rather than assessing the efficacy of treatments or testing hypotheses (Cronin, Ryan, & Coughlan. 2008). When researching topics with diverse viewpoints and aiming to understand the issue from multiple perspectives, a descriptive literature review is particularly useful.

The descriptive literature review was used in this thesis, "Ethical Dilemmas Faced by Nurses and Nursing Students During Clinical Practice," to examine and compile the body of research on the moral dilemmas that nurses and nursing students face. This method allowed for a detailed analysis of the many kinds of ethical conundrums, the situations in which they occur, the experiences of those who are engaged, and the solutions employed. In addition, the evaluation pointed out any gaps in the literature, which will guide future studies and the creation of educational programs for working nurses and nursing students.

### **4.2 Data analysis (Thematic)**

This thesis uses a thematic analysis to carefully analyze and synthesize the literature on ethical dilemmas faced by nurses and nursing students during clinical practice. Braun and Clarke (2006) describe theme analysis as the process of identifying, organizing, and describing patterns across several research, which provides insights into recurring ethical concerns and decision-

making challenges in clinical settings. This systematic study aims to provide a comprehensive review of ethical areas in which nurses operate, focusing on three main themes: cultural competence, ethical decision-making, and teamwork.

The thematic analysis involved a systematic review of literature to understand common ethical dilemmas faced in clinical practice. Theme identification codes were grouped into broader categories representing key areas of ethical concern in nursing. These themes included cultural competence, ethical decision-making, challenges in teamwork, providing care for criminals, and managing patient refusal of treatment.

### 4.3 Literature Search and Selection Process

The literature search was conducted using several academic databases known for their comprehensive coverage of healthcare and nursing literature. These databases were selected because they provide access to a vast array of nursing, healthcare, and ethics-related journals, ensuring that the review captures a wide range of relevant studies.

These search terms were combined using Boolean operators (AND, OR) to refine the search and ensure that all relevant literature is captured as seen in (table 1. search database). The thematic analysis of these key themes' cultural competence, ethical decision-making, and teamwork challenges illustrates the complex ethical terrain that nurses and nursing students navigate in clinical practice. Each theme underscores the multifaceted nature of ethical dilemmas, where individual beliefs, organizational protocols, and cultural expectations intersect.

Table 1. Search Database

Database	Search words	Year	Result	reviewed	Chosen articles
Cinahl (EBSCO)	Nurses" OR "Nursing students	2006 to 2024	321	82	8

	"Ethical dilemmas" OR "Ethical challenges" OR "Moral dilemmas" "Clinical practice" OR "Clinical settings" "Decision-making"				
EBSCO(Cinahl)	"Ethical decision-making" "Cultural competence" OR "Cultural challenges"	2006 to 2024	254	43	7
Google scholar	Nurses" OR "Nursing students" "Ethical dilemmas" OR "Ethical challenges"	2006 to 2024	435	32	5
PubMed	"Ethical dilemmas" OR "Ethical challenges" OR "Moral dilemmas"	2006 to 2024	43	3	1
ProQuest Nursing & Allied Health Database	"Ethical decision-making" "Cultural competence" OR "Cultural challenges"	2006 to 2024	812	95	6
CINAHL	"Ethical dilemmas or ethical issues or concerns"	2006 to 2024	53	44	10

CINAHL	“Ethical issues in caring for criminals”	2006 to 2024	6	1	1
--------	--	--------------	---	---	---

### Inclusion and Exclusion Criteria

The review included studies that met specific criteria to ensure the quality and relevance of the findings as shown on (Table 2. Inclusion and Exclusion). Only peer-reviewed articles published between 2006 and 2024 were considered to maintain reliability and timeliness, with exceptions made for seminal works essential to understanding the topic. Articles were written in English to ensure accessibility and accurate interpretation. The focus will be on studies explicitly discussing ethical dilemmas faced by nurses and nursing students in clinical practice. To capture diverse perspectives, the review included research conducted globally. Excluded from the review were articles from non-peer-reviewed journals, books, opinion pieces, studies published before 2010 (unless deemed seminal), and research not centered on ethical dilemmas in nursing or nursing education. Additionally, studies published in languages other than English were omitted to avoid potential language barriers

Table 2 Inclusion and Exclusion

<b>Criteria</b>	<b>Inclusion</b>	<b>Exclusion</b>
<b>Peer-reviewed articles</b>	Articles in peer-reviewed journals (ensure the quality and reliability of the sources)	Articles f non-peer-reviewed journals, books, or opinion pieces
<b>Publication date</b>	Between 2006 and 2024 to ensure the relevance and timeliness of the findings	Before 2014 excluded unless they are seminal works (essential for understanding the topic)
<b>Language</b>	Articles written in English	Studies published in languages other than English.
<b>Focus on ethical dilemmas</b>	Studies that explicitly discuss ethical dilemmas faced by nurses and nursing students in clinical practice	Studies that do not focus specifically on ethical dilemmas in nursing or nursing education.

## 5 RESULTS

This study was guided by three research questions: What are the dilemmas faced by nursing students during clinical practice? What are the dilemmas faced by nurses during clinical practice? and What strategies are used to address ethical dilemmas faced by nurses and nursing students during clinical practice? The findings revealed that nursing students and professionals encounter various ethical dilemmas, including cultural competence, ethical decision-making, teamwork challenges, patient refusal of care, and providing care for individuals with criminal backgrounds. These challenges are rooted in key ethical principles such as autonomy, beneficence, nonmaleficence, and justice (Beauchamp & Childress, 2013). Nursing students often face difficulties due to inexperience and anxiety about decision-making (Sethi et al., 2019), while practicing nurses must balance real-world pressures and professional ethical standards (Silverman et al., 2015). Complex situations, such as cultural conflicts (Campinha-Bacote, 2007), communication issues (Ylitörmänen et al., 2019), and patient refusals underscore the need for strategies that combine ethical theories with practical application.

Strategies identified to address these dilemmas include ethical decision-making models, reflective practice, and cultural competence training. Frameworks like the DECIDE model (Thompson et al., 2006) and Four-Box Model (Jonsen et al., 2010) enable nurses to evaluate ethical conflicts systematically, while tools like the Gibbs Reflective Cycle (Bulman & Schutz, 2013) encourage learning from experiences to improve future decision-making. Cultural competence training, such as Campinha-Bacote's Model (Campinha-Bacote, 2007), fosters an understanding of diverse patient backgrounds, reducing conflicts and improving communication. Mentorship programs and simulation-based ethics training (Durmaz, 2022) further enhance moral sensitivity and build confidence among nursing students and professionals, equipping them to handle ethical challenges effectively.

Additional approaches involve interprofessional collaboration training, access to ethics committees, and strategies for managing patient refusal of care. Communication workshops and ethical rounds promote teamwork and conflict resolution (Ylitörmänen et al. 2019), while committees provide guidance on complex cases (Gibson et al. 2019). Addressing patient refusal requires educating patients about treatment options and respecting their autonomy while using culturally sensitive communication (Edwards, 2020; Campinha-Bacote, 2007). When caring for individuals with criminal backgrounds, maintaining professionalism (Goshin et al. 2014), ensuring safety measures (Powell et al. 2014), and providing psychological support (Muiruri et al. 2019) are critical. Collectively, these strategies highlight the importance of integrating ethics education and support systems into nursing practice to build resilience, enhance ethical competence, and improve patient outcomes.

### **5.1 The Challenge of Cultural Competence**

In nursing and student nursing practice, cultural competence is essential for delivering patient-centred care in a multicultural healthcare environment. Concepts such as cultural competency, awareness, skill, and knowledge are vital in ensuring that nurses can meet the diverse needs of their patients. According to Campinha-Bacote (2007), cultural competence is a continuous journey where healthcare professionals strive to understand and respect the cultural backgrounds of their patients, including individuals, families, and communities.

Campinha-Bacote (2007) also emphasizes the importance of cultural awareness, which involves self-reflection and the recognition of personal biases, stereotypes, and assumptions. This self-awareness is crucial for overcoming attitudes and behaviours that could hinder effective communication with patients.

In addition to cultural awareness, cultural skills are necessary. This involves developing practical abilities to conduct culturally sensitive assessments and interventions. Campinha-Bacote (ibid.) highlights the importance of understanding cultural nuances, especially when dealing with psychotropic medication assessments, as diverse cultural groups may have varying attitudes toward such drugs.

Furthermore, cultural knowledge is vital in understanding how cultural factors influence individuals' responses to psychotropic medications. Sue, Zane, Hall, and Berger (2009) stress the importance of gaining a comprehensive understanding of environmental influences, genetic predispositions, and cultural practices that affect medication adherence and effectiveness.

Research by Betancourt, Green, and Carrillo (2002) underscores the role of cultural competence in reducing healthcare disparities and improving patient outcomes. They advocate for the development of cultural humility and continuous self-assessment among healthcare providers to better serve marginalized communities.

Purnell and Paulanka (1998) provide a comprehensive model for cultural competence, highlighting the interconnectedness of cultural awareness, knowledge, skill, and encounters in promoting culturally responsive care. Their model emphasizes the need for cultural competence at both individual and organizational levels, with leadership, education, and policy playing key roles in fostering inclusivity and equity within healthcare systems.

## **5.2 The Challenge of Ethical Decision-Making**

Ethical decision-making in nursing is a complex and critical aspect of clinical practice. It determines the outcome of care and the nurse-patient relationship (Silverman et al. 2022). Nursing students often struggle with ethical decisions due to inexperience, unawareness of the situation, and difficulty in understanding patient needs (Sethi et al. 2019). However, even experienced nurses are not exempt from these challenges, as ethical decision-making must always align with the Nursing Code of Ethics issued by the International Council of Nurses.

Moral sensitivity plays a crucial role in ethical decision-making. Zhang et al. (2021) suggest that nurses who possess moral sensitivity are more likely to make better and more rational decisions for their patients. In contrast, a lack of sensitivity to ethical principles can lead to poor decisions that do not provide the maximum benefit to patients.

Another significant challenge, especially for nursing students, is the lack of confidence and anxiety about making the wrong decision. This fear, often caused by work pressure, can hinder their ability to make rational decisions. Gibson et al. (2019) emphasize that overcoming fear and being courageous are essential for making ethical decisions that adhere to nursing values.

Different evaluation criteria are used to assess nursing students during their placements, focusing on their level of ethical decision-making. Bektas et al. (2022) conducted interviews with senior nursing students, meeting them face-to-face. This study aimed to assess their ability to make ethical decisions when faced with dilemmas. Such evaluations and assessments are encouraged in all placements to ensure that student nurses are well-trained in ethics and capable of making decisions that benefit their patients.

### **5.3 The Challenge of Working with a Team**

Teamwork is a crucial skill for nurses, essential for providing high-quality healthcare (Interprofessional Education Collaborative, 2016; World Health Organization, 2010). Effective communication, healthy relationships with colleagues, and collaboration are key to creating a safe and supportive work environment (Averlid et al. 2014). However, disagreements among nurses or between nurses and other healthcare professionals can make teamwork challenging.

A study by Ylitörmänen et al. 2019 involving 303 nurses in Finland and 103 in Norway examined conflict management, communication, and coordination among nurses. The study found that effective conflict management plays a significant role in the smooth operation of healthcare organizations. However, communication among nurses was found to have some shortcomings, particularly due to inadequate verbal communication. Misunderstandings between nurses and other health practitioners also pose challenges to teamwork.

#### **5.4 Patient refusal of nursing care and treatment**

Caring for patients can become challenging when individuals refuse treatment and nursing care. Such refusal may stem from diverse reasons, including moral values, personal beliefs, or fear regarding the treatment procedure (Edwards. 2020). This challenge is particularly pronounced for nursing students during clinical practice, as they often lack the experience and confidence needed to manage such situations effectively. Refusal of treatment creates an ethical dilemma, as nurses must balance the patient's right to autonomy with their professional responsibility to ensure the patient receives adequate care and treatment (Campinha-Bacote, 2007; Bulman & Schutz, 2013).

To address patient refusal, nurses are encouraged to educate patients about the treatment procedure, its benefits, and associated risks to alleviate fears and misconceptions (Edwards. 2020). Effective communication is essential, as it helps nurses understand the patient's feelings, fears, and beliefs. Establishing a trustworthy relationship can create a supportive environment where patients feel more at ease, facilitating informed decision-making. By employing culturally sensitive communication strategies and using frameworks such as Campinha-Bacote's Model of Cultural Competence (2007), nurses can navigate these situations more effectively.

In complex cases where patient refusal persists, involving an ethics committee or mediator may be necessary to balance the patient's rights with the healthcare team's responsibilities (Edwards. 2020). Reflective practices, such as using the Gibbs Reflective Cycle (Bulman & Schutz. 2013), can also help nurses process their experiences and improve their approach in similar situations in the future. These combined strategies empower nurses and nursing students to handle patient refusals ethically and compassionately, ensuring both patient autonomy and care quality are upheld.

## 5.5 Providing nursing care for criminals

Criminals both in prison and in the hospital have been difficult to care for over the years as they experience stigma and discrimination. It becomes even more challenging for nurses as they are required to continue to show the same level of care and compassion as other patients. (Dhaliwal et al. 2021). It entails courage and bravery in caring for these patients, The nurse is required to prepare mentally and emotionally. Some challenges encountered when caring for criminals include the following.

The shortage of nursing staff in prisons, coupled with the unwillingness of nurses to volunteer in these environments due to security concerns, creates significant challenges. The few nurses who are available often face overwhelming workloads, which adds to the stress and exhaustion of working in such high-risk settings (Powell et al. 2014). This shortage contributes to the difficulty in providing consistent and quality care for incarcerated individuals.

In addition to staffing issues, nurses face challenges in establishing effective communication with prison patients, who often show reluctance to open. A study by Wirmando et al. 2021 revealed that despite nurses' efforts to engage with patients through conversations, building trust and fostering effective communication is a persistent struggle in these settings. The unwillingness of patients to cooperate further complicates the already difficult caregiving process.

Moreover, working with criminal patients involves inherent risks that instil fear in nurses. The heightened danger posed by some inmates makes nurses feel more at ease only when patients are restrained, such as being handcuffed (Goshin et al. 2014). Nurses must also deal with the discomfort and inconvenience of working in such environments, but despite these challenges, they are expected to provide care without discrimination, ensuring that all patients receive the necessary treatment regardless of their background.

## 5.6 Ethical Decision-Making Models

The DECIDE (Thompson et al. 2006) model is a structured decision-making tool that guides healthcare professionals through ethical dilemmas by following steps that include describing the problem, establishing criteria, considering alternatives, identifying the best option, developing an action plan, and evaluating results. This approach helps nurses carefully evaluate different options and make choices aligned with ethical principles, thus reducing uncertainty in complex situations. Similarly, the Four-Box Model, introduced by Jonsen et al. (2010), organizes decision-making into four categories: medical indications, patient preferences, quality of life, and contextual features.

This comprehensive framework enables nurses to assess the ethical aspects of a case thoroughly, facilitating decisions that honor patient autonomy while also addressing their medical needs and overall well-being.

## 5.7 Reflective Practice

Gibbs Reflective Cycle promotes reflective practice by guiding nurses to learn from their experiences through a structured process involving the examination of what happened, their feelings, evaluations, analyses, conclusions, and the creation of an action plan for future situations (Bulman & Schutz. 2013). This cycle helps nurses to continuously enhance their ethical competence by providing valuable insights into handling similar ethical challenges in the future.

This practice is particularly important for nursing students as it will help them shape their future clinical skills and critical thinking ability. Harris (2006) carried out studies which revealed that training nursing students to use journals during their practice enables them to thoroughly assess clinical situations and not just look at them from the surface.

Through journaling the students were able to deepen their knowledge, think properly about what was happening and how to manage the situation. This

cycle has been used as an evaluation tool for students' level of reflective thinking in some universities.

The Gibb's (1988) reflective cycle is made up of six parts, each part is associated with a question to ease understanding of the situation at hand (Mahlandze et al. 2015).

The first stage of Gibb's cycle of reflection is description and this is associated with the question "What happened?" Here, the nurse can recount the scenario and think step by step exactly how everything happened (Lewis 2015).

The second stage is called Thoughts and Feelings which is often related to the question "What were you thinking and feeling?" The nurse can deliberate on his or her thoughts during the procedure (Lewis 2015).

The third stage of reflection is known as Evaluation which answers the question "What were the good and bad experiences.?" This stage is to check if all guidelines needed for the procedure were followed and how effectively they were implemented.

The fourth reflective stage is Analysis, that is "What can you make out of the situation?" This allows the nurse to assess if everything was done correctly or assess the level of accuracy pertaining to the situation. The nurse is also able to find out up to date studies and recommendations about the procedure to widen their knowledge of the subject matter.

In the fifth stage called Conclusion, at this stage, the nurse reflects on the role they played during the procedure. The nurse can also find out what could have been done better to amend the situation or correct mistakes which have been made when carrying out the procedure (Lewis 2015).

The last reflection stage is the Action plan. The nurse practitioner or nursing student makes some kind of plan to tackle the situation if it happens again but this time with fewer mistakes and more confidence. According to our case study, this was their next plan of action if they encountered a comparable situation (Lewis. 2015).

Figure 1 below is a summary of the Gibb's Cycle of Reflection.

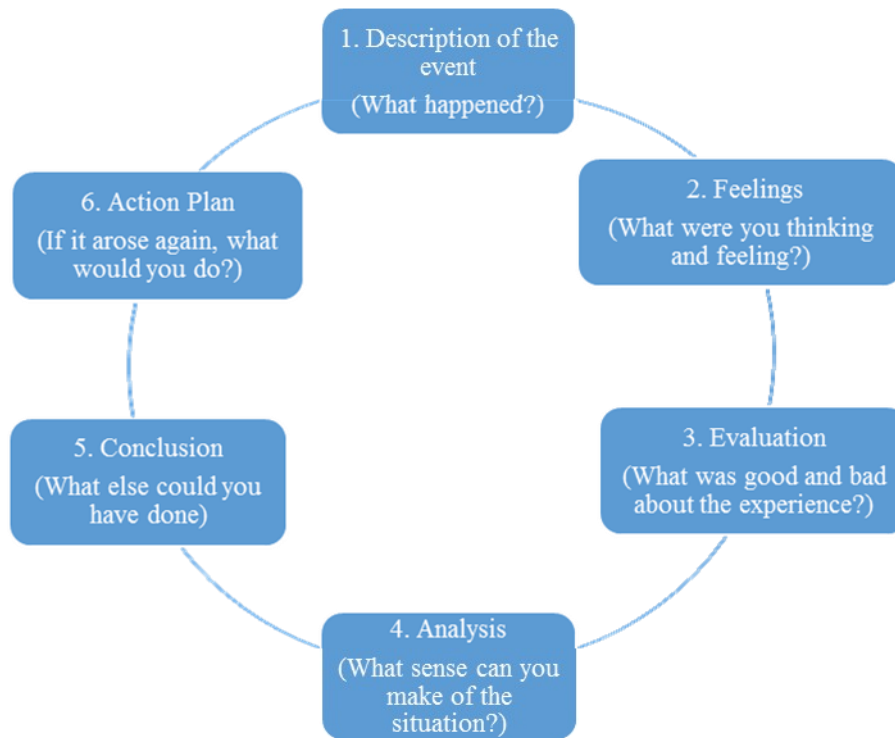


Figure 1: Gibb's Reflective Cycle (1988)

## 5.8 Cultural Competence Training

Campinha-Bacote's Model of Cultural Competence promotes a continuous process for healthcare professionals that involves cultural awareness, cultural knowledge, cultural skill, cultural encounters, and cultural desire (Campinha-Bacote 2007). This training equips nurses to understand and respect diverse patient backgrounds, thereby enhancing communication and reducing misunderstandings that could lead to ethical conflicts. Complementing this, Betancourt et al. 2002 highlight the importance of cultural humility and continuous learning, which requires recognizing personal biases, maintaining open-mindedness, and actively engaging in learning about different cultural practices. This combined approach supports nurses in navigating situations where cultural differences might otherwise pose ethical challenges.

## **5.9 Ethical Training and Mentorship**

Simulation-based ethics training offers nurses a safe environment to practice addressing ethical dilemmas before facing them in real-life scenarios, providing immediate feedback and mentor guidance that unshakes confidence in ethical decision-making (Durmaz. 2022).

Additionally, mentorship programs that pair less experienced nurses and students with seasoned professionals facilitate shared insights and support in navigating ethical challenges. These programs foster open discussions of complex cases and help build moral sensitivity (Zhang et al. 2021). Together, these approaches strengthen nurses' capacity to handle ethical issues effectively.

## **5.10 Interprofessional Collaboration and Communication Training**

Conflict resolution and communication skills workshops are essential for managing the disagreements that arise in interprofessional collaboration, as different professionals may prioritize varying aspects of patient care. Such training equips nurses to handle conflicts constructively and collaborate more effectively, thereby alleviating the ethical stress linked to teamwork challenges (Averlid et al. 2014; Ylitörmänen et al. 2019).

Additionally, team-based ethical rounds, where healthcare providers openly discuss current ethical dilemmas, foster mutual understanding and shared decision-making. These discussions promote transparency, align approaches to patient care, enhance team cohesion, and reduce the ethical burden on individual team members.

## **5.11 Developing Moral Sensitivity and Ethical Competence**

Access to ethics committees offers nurses valuable support when navigating complex ethical dilemmas, providing guidance on sound options and fostering an environment conducive to discussing difficult cases (Gibson et al. 2019). Additionally, integrating ethics education into nursing curricula that

emphasizes core principles such as autonomy, beneficence, and justice helps build moral sensitivity and ethical reasoning skills. This comprehensive approach equips nurses to identify ethical challenges early and respond with confidence, enhancing their overall ethical competence.

### **5.12 Maintaining Professionalism and Ethical Integrity**

Nurses often face significant ethical and emotional challenges when providing care to patients in custody or with criminal backgrounds. Maintaining professionalism and adhering to principles of justice and non-maleficence ensures that care is delivered without discrimination, upholding patient dignity (Goshin et al. 2014). Professionalism helps nurses navigate personal biases and deliver compassionate care. To address safety concerns associated with caring for criminal patients, healthcare facilities implement strict security measures, such as the presence of security personnel and the use of restraints when needed, fostering a safer environment for nurses to focus on patient care (Powell et al. 2014).

Additionally, mental preparation and psychological support, such as debriefing sessions, help nurses process emotions and reduce stress, maintaining their emotional resilience and preventing burnout (Muiruri et al. 2019). Establishing trust through clear communication, active listening, empathy, and respect is also crucial, as it promotes cooperation and responsiveness from patients (Wirmando et al. 2021).

### **5.13 Challenges in Managing Patient Refusal of Care and Treatment**

Managing patient refusal of care and treatment is a challenge that requires a careful balance between respecting patient autonomy and ensuring health and safety. Patients may refuse care due to personal beliefs, cultural factors, or fears. To address this, providing clear and comprehensive education about the treatment options, including the benefits and risks, is essential. By answering questions transparently and addressing misconceptions, healthcare professionals can help alleviate patient fears and encourage cooperation

(Campinha-Bacote. 2007). This approach helps patients make more informed decisions about their care.

Respecting patient autonomy is a key principle in nursing practice, requiring healthcare providers to honour the patient's right to make their own decisions, even when they decline treatment. In cases of refusal, it is crucial for nurses to document the refusal and ensure the patient understands the potential consequences of their decision (Edwards. 2020). This documentation serves both to respect the patient's self-determination and to maintain professional accountability. Nurses should also explore the underlying reasons for refusal, such as cultural or personal beliefs, and approach these situations with cultural sensitivity, using frameworks like Campinha-Bacote's Model of Cultural Competence to gain a better understanding of the patient's perspective (Campinha-Bacote. 2007).

In complex cases where refusal of care presents significant risks, involving an ethics committee or mediator may be necessary. Ethics committees can offer impartial guidance on navigating the ethical tension between respecting autonomy and providing necessary care. Mediators or social workers can also facilitate open discussions, ensuring that the patient's voice is heard while addressing the healthcare team's concerns. Reflective practice, such as using Gibbs Reflective Cycle, is another valuable tool for nurses, helping them process their emotions and improve their responses to future refusals. This reflective practice fosters empathy and a deeper understanding of patient perspectives (Bulman & Schutz. 2013).

## **6 DISCUSSION**

This study highlighted several key ethical dilemmas encountered by nurses and nursing students, including challenges in cultural competence, ethical decision-making, teamwork, patient refusal of care, and caring for marginalized populations such as incarcerated individuals. Reflective practice tools, like Gibbs' Reflective Cycle (Bulman & Schutz. 2013), emerged as critical for helping nurses analyse their experiences and develop improved responses to

similar dilemmas in the future. Similarly, structured ethical decision-making frameworks, such as the DECIDE model (Thompson et al. 2006), were identified as essential for navigating complex ethical issues by providing a systematic approach to resolving conflicts.

The findings underscore the need for nursing education to integrate ethics-focused modules that combine theoretical and practical components. Simulation-based training (Durmaz. 2022) and interprofessional education were shown to enhance moral sensitivity and better prepare students for real-world challenges. In the clinical setting, healthcare institutions can foster ethical practice by encouraging team-based ethical discussions and providing access to ethics committees for guidance (Gibson et al. 2019). Additionally, implementing cultural competence training (Campinha-Bacote, 2007) and enhancing security measures for high-risk environments (Powell et al. 2014) can alleviate stress for healthcare providers and improve the quality of care delivered to patients.

These findings align with existing literature emphasizing the importance of moral sensitivity, ethics training, and reflective practices in nursing education and clinical practice. For example, Betancourt et al. (2002) highlighted the role of cultural competence in reducing healthcare disparities and fostering patient trust, while Zhang et al. (2021) noted that nurses with higher moral sensitivity are better equipped to handle ethical dilemmas. This study builds on prior research by addressing unique challenges, such as managing care for incarcerated individuals. These challenges often involve balancing safety concerns with ethical principles like justice and compassion (Powell et al. 2014). While previous studies, such as those by Dhaliwal et al. acknowledged the difficulties of caring for incarcerated patients, this research extends the conversation by proposing practical solutions, including mentorship programs and the use of enhanced security protocols. The findings collectively highlight the importance of combining education, policy, and institutional support to equip nurses and nursing students with the skills and resilience needed to navigate ethical challenges effectively.

## **6.1 Ethical Considerations**

Ethical principles guided every stage of this research to ensure that it was conducted responsibly and with integrity. Since this study is based on a descriptive literature review, it did not involve primary data collection or direct participants. Instead, the ethical focus was on respecting the work of other researchers by accurately representing their findings and citing sources properly. Transparency was upheld through the clear documentation of the research process, including the thematic analysis and criteria for including and excluding studies (Cronin et al.2008).

Efforts to minimize bias included using diverse sources and applying consistent inclusion and exclusion criteria to ensure the findings were representative of the broader literature. Confidentiality was also considered, as only publicly available peer-reviewed sources were utilized. Furthermore, this research adhered to copyright laws and fair use policies, ensuring the ethical use of secondary data. Objectivity was maintained throughout the thematic analysis, preventing selective reporting or misrepresentation of results.

This study followed the ethical guidelines set by XAMK and was conducted under the supervision of the thesis advisor to ensure compliance with academic and institutional standards. By adhering to these ethical principles, this research contributes responsibly to the knowledge base in nursing and ethical practice.

## **7 CONCLUSION**

This thesis was aimed at studying and describing the different ethical dilemmas faced by nursing practitioners and nursing students during clinical practice. The results of this thesis highlighted some key challenges that nursing practitioners and nursing students face during practice. These challenges were interestingly more than the authors anticipated when carrying out their research.

Some challenges were more particular to nursing students as they try to find their way through training and some challenges applied to both nursing practitioners already practicing and nursing students. The challenges discovered during this research included; teamwork challenges, cultural competence, patient refusal to treatment, caring for prisoners and ethical decision making which are all core ethical values and skills required for efficient nursing practice.

These results revealed that nurses and nursing students require more education on methods they can overcome the studied issues, and it is important that ethical values should be emphasised as part of the core nursing curriculum because it goes a long way to determining how effective nurses and nursing students will be during their practice. The authors of this research also recommend that more research should be carried out on this subject because these issues are very frequent and are encountered in all clinical settings. This helps to create more awareness and exposure to these challenges encountered during practice and more methods of solving these problems. Nursing students are also encouraged to use the tools mentioned above to enhance their knowledge in dealing with these challenges during practice.

### **7.1 Future Research Directions**

Future studies should focus on exploring the long-term effectiveness of mentorship programs in helping nurses and nursing students navigate ethical dilemmas. Mentorship has been shown to provide critical support in building moral sensitivity and ethical reasoning skills, but more research is needed to evaluate its sustained impact over time. Additionally, it is important to investigate strategies specifically tailored to multicultural or resource-constrained healthcare environments. These settings often present unique challenges that require culturally sensitive and resource-appropriate approaches to enhance ethical competence among healthcare providers.

Another promising area for future research is the role of digital tools and technology in supporting ethical decision-making in clinical practice. Mobile applications and AI-based systems could potentially offer real-time guidance and

resources to healthcare professionals, streamlining the process of making complex ethical decisions. By addressing these areas, future studies can contribute to a more nuanced and effective approach to ethical challenges in nursing and healthcare.

## 8 REFERENCES

Albert, J.S., Younas, A. & Sana, S. 2020 Nursing students' ethical dilemmas regarding patient care: An integrative review, *Nurse Education Today*. Available at: <https://doi.org/10.1016/j.nedt.2020.104389> [Accessed 8 March 2024].

Averlid, G., Axelsson, C. & Axelsson, R. 2014. Teamwork in healthcare: Challenges and solutions. *Journal of Interprofessional Care*, 28(4), 329–335.

Aziz A, Mahboob U & Sethi A. 2020. *What problems make students struggle during their undergraduate medical education? Pakistan Journal of medical Sciences*, 36(5) A qualitative exploratory study. E-journal. Available at: <https://doi.org/10.12669/pjms.36.5.2267> [Accessed 10 September 2024].

Barker, J. 2016. *Ethics and law for Australian nurses*. Cambridge University Press.

Barlow, N. 2014. Nurses' contribution to the resolution of ethical dilemmas in context. E-journal. Available at: <https://search-ebSCOhost-com.ezproxy.xamk.fi/login.aspx?direct=true&db=ddu&AN=F364445514B386B C&site=ehost-live> [Accessed 8 March 2024].

Beauchamp, T.L. & Childress, J.F. 2013. *Principles of biomedical ethics* (7th ed.). Oxford University Press.

Betancourt, J.R, Green, A.R. & Carrillo, J.E. 2002. Cultural Competence In Health Care: Emerging Frameworks And Practical Approaches Available at: [https://www.commonwealthfund.org/sites/default/files/documents/\\_media\\_files\\_publications\\_fund\\_report\\_2002\\_oct\\_cultural\\_competence\\_in\\_health\\_care\\_emerging\\_frameworks\\_and\\_practical\\_approaches\\_betancourt\\_culturalcompetence\\_576\\_pdf.pdf](https://www.commonwealthfund.org/sites/default/files/documents/_media_files_publications_fund_report_2002_oct_cultural_competence_in_health_care_emerging_frameworks_and_practical_approaches_betancourt_culturalcompetence_576_pdf.pdf) [Accessed 8 March 2024].

Berglund, M. 2017. Learning turning points in life with long-term illness visualized with the help of the life-world theory of learning', *International Journal of Qualitative Studies on Health and Well-being*, 12(1). 132–144.

Braun, V. & Clarke, V. 2006. Using thematic analysis in psychology', *Qualitative Research in Psychology*, 3(2). 77–101. Available at <https://doi.org/10.1191/1478088706qp063oa> [Accessed 8 March 2024].

Bulman, C. & Schutz, S. 2013. *Reflective practice in nursing* (5th ed.). Oxford: John Wiley & Sons.

Butts, J.B. & Rich, K.L. 2019 *Nursing ethics: Across the curriculum and into practice* (5th ed.). Burlington: Jones & Bartlett Learning.

Campinha-Bacote, J. 2007. Becoming culturally competent in ethnic psychopharmacology, *Journal of Psychosocial Nursing and Mental Health Services*, 45(9). 27–33. E-journal. Available at: <https://search-ebSCOhost-com.ezproxy.xamk.fi/login.aspx?direct=true&db=psyh&AN=2007-15010-008&site=ehost-live> [Accessed 8 March 2024].

Cohen JS & Erickson JM 2006. *Ethical dilemmas and moral distress in oncology nursing practice*, *Clinical Journal of Oncology Nursing*, 10(6), 775–783. E-journal. Available at: <https://research.ebsco.com/linkprocessor/plink?id=c340bd55-ce62-3910-9a8d-dfb9f0592609>. [Accessed 15 September 2024].

Cronin, P., Ryan, F. & Coughlan, M. 2008. Undertaking a literature review: A step-by-step approach, *British Journal of Nursing*, 17(1), 38–43. E-journal. Available at: <https://doi.org/10.12968/bjon.2008.17.1.28059> [Accessed 8 March 2024].

Dhaliwal, K.K. Hirst, S.P. King-Shier, K.M. & Kent-Wilkinson, A. 2021. *The implementation of correctional nursing practice—Caring behind bars: A grounded theory study*. *Journal of Advanced Nursing*, 77(5), 2407–2416. Available at: <https://doi.org/10.1111/jan.14772>. [Accessed 12 September 2024].

Daniels, N. 2008. *Just health: Meeting health needs fairly*. Cambridge: Cambridge University Press.

- Durmaz, Y.C. 2022. Ethical dilemma in nursing students: A case study, *International Journal of Caring Sciences*, 15(1), 77–86. E-journal. Available at: <https://search-eb-scohost-com.ezproxy.xamk.fi/login.aspx?direct=true&db=c8h&AN=157194353&site=ehost-live> [Accessed 7 March 2024].
- Edwards, S. 2020. Nursing ethics: A principled-based approach, *Nursing Ethics*, 27(4), 892–904. E-journal. Available at: doi:10.1177/0969733020933565 [Accessed: 8 March 2024].
- Fowler, M.D. 2016. Guide to the code of ethics for nurses with interpretive statements: Development, interpretation, and application (2nd ed.). Mary land: American Nurses Association.
- Gallagher, A. 2020. The virtues of a good nurse, *Nursing Philosophy*. E-journal. Available at: doi:10.1111/nup.12274 [Accessed 8 March 2024].
- Gibson, C.M., Tomlinson, T., Butler, D., & Gellman, J. 2019. Nurses' experiences in ethical decision-making and managing moral distress, *Nursing Ethics*, 26(7-8), 945–958. E-journal. Available at: [Nurses experiences of ethical dilemmas: A review - PubMed](#) [Accessed: 8 March 2024].
- Goddard, G. & Burdett, T. 2023. How to navigate ethical dilemmas, *Journal of Community Nursing*, 37(5), 8–10. E-journal. Available at: <https://search-eb-scohost-com.ezproxy.xamk.fi/login.aspx?direct=true&db=c8h&AN=173158650&site=ehost-live> [Accessed: 8 March 2024].
- Goshin, L.S., Sissoko, D.G., Neumann, G., Sufrin, C. & Byrnes, L., 2019. Perinatal nurses' experiences with and knowledge of the care of incarcerated women during pregnancy and the postpartum period. *Journal of Obstetric, Gynecologic & Neonatal Nursing*, 48(1), .27-36. E-journal. Available at: [Perinatal Nurses' Experiences With and Knowledge of the Care of Incarcerated Women During Pregnancy and the Postpartum Period - ScienceDirect](#) [Accessed 17 March 2024].

Grace, P.J. 2018. Nursing ethics and professional responsibility in advanced practice (4th ed.). Burlington: Jones & Bartlett Learning.

Gustafsson, C. & Fagerberg, I. 2017. Reflective practice in nursing: Theory, application, and evidence, *Nursing Philosophy*, 18(4), e12250. doi:10.1111/nup.12250 [Accessed: 8 March 2024].

Harris, J. & Holm, S. 2018. Ethical theories and healthcare decision-making, *Cambridge Quarterly of Healthcare Ethics*, 27(4), 562–573. E-journal. Available at: doi:10.1017/S0963180118000222 [Accessed 8 March 2024].

Interprofessional Education Collaborative. 2016. *Core competencies for inter-professional collaborative practice: 2016 update*. E-journal. Available at: <https://www.ipecollaborative.org/core-competencies> [Accessed: 8 March 2024].

Isik, M.T. & Ozdemir, R.C. 2022. Difficulties and ethical problems nursing students face while caring for patients with COVID-19', *International Journal of Caring Sciences*, 15(2), 1598–1606. E-journal Available at: <https://search-eb-scohost-com.ezproxy.xamk.fi/login.aspx?direct=true&db=c8h&AN=159484091&site=ehost-live> [Accessed: 8 March 2024.]

Jonsen, A.R. Siegler, M. & Winslade, W.J. 2010. Clinical ethics: A practical approach to ethical decisions in clinical medicine (7th ed.). New York: McGraw-Hill.

Lewis, G. 2015. A critical reflection into a perioperative death and the use of the WHO Safer Surgery Checklist team briefing and debriefing using Gibb's reflective cycle, *Operating Theatre Journal*, 14–15. E-journal. Available at: <https://research-eb-sco-com.ezproxy.xamk.fi/linkprocessor/plink?id=3303299e-d27e-3e38-bc40-3a29e1815843> [Accessed: 13 November 2024].

Lipson, J. 2002. Cultural issues in nursing care, *Investigation & Education in Nursing*, 20(1), 69–79. E-journal. Available at: <https://search-eb-scohost-com.ezproxy.xamk.fi/login.aspx> [Accessed 20 October 2024].

Mahlanze, H.T., Sibiya, M.N. & Govender, S. 2015. Guided reflection: A valuable tool for improving undergraduate student nurses' levels of reflection. *African Journal for Physical, Health Education, Recreation & Dance*, 396–408. E-journal. Available at: <https://research-ebSCO-com.ezproxy.xamk.fi/linkprocessor/plink?id=ccd79155-ef33-3e60-9a28-383ce5f3ceb2> [Accessed: 13 November 2024].

Muiruri, P. N., Brewer, G. & Khan, R. 2019. *International Journal of Offender Therapy and Comparative Criminology*, 63(14), 2440-2452. E-journal. Available at: <https://doi.org/10.1177/0306624X19849556> [Accessed 3 September 2024]

Powell, J., Harris, F., Condon, L. & Kemple, T., 2010. Nursing care of prisoners: staff views and experiences. *Journal of Advanced Nursing*, 66(6), 1257-1265. E-journal Available at: <https://doi.org/10.1111/j.1365-2648.2010.05296.x> [Accessed 15 November 2024].

Purnell, L.D. & Paulanka, B.J., 1998. *Transcultural Health Care: A Culturally Competent Approach*. Philadelphia: F.A. Davis, 1998. 511. Available at: <http://hdl.handle.net/10822/909342> [Accessed 3 September 2024]

Sellman D. 2011. *What makes a good nurse: Why the virtues are important for nurses*. London: Jessica Kingsley Publishers.

Silverman H, Wilson T, Tisherman S, Kheirbek R, Mukherjee T, Tabatabai A, McQuillan K, Hausladen R, Davis-Gilbert M, Cho E, Bouchard K, Dove S, Landon J, & Zimmer M. Ethical decision-making climate, moral distress, and intention to leave among ICU professionals in a tertiary academic hospital center. *BMC Med Ethics*. 2022 Apr 19;23(1):45. E-journal. Available at: [Ethical decision-making climate, moral distress, and intention to leave among ICU professionals in a tertiary academic hospital center - PubMed](#) [Accessed 12 April 2024].

Thompson, I.E., Melia, K.M., Boyd, K.M. & Horsburgh, D., 2006. *Nursing Ethics E-Book: Nursing Ethics E-Book*. Edinburg: Elsevier Health Sciences.

Wirmando, Astari, A.M. & Yuliatun, L. 2021 Caring for Criminals. *International Journal of Caring Sciences*, 14(2) 1034–1044. Available at: <https://research.ebsco.com/linkprocessor/plink?id=18ce6baf-ed9b-3911-9fa7-ba3ed5c25352> [Accessed 1 December 2024].

Ylitörmänen, T., Kvist, T. & Turunen, H. 2019. Perceptions on nurse–nurse collaboration among registered nurses in Finland and Norway, *Scandinavian Journal of Caring Sciences*, 33(3), 731–740. Available at: doi:10.1111/scs.12669. [Accessed 8 March 2024]

Zhang, N., Bu, X., Xu, Z., Gong, Z. & Gilal, F.G., 2021. Effect of ethical leadership on moral sensitivity in Chinese nurses: A multilevel structural equation model. *Advances in Nursing Science*, 44(3), E78-E92. Available at: [Advances in Nursing Science](#) [Accessed 23 September 2024]



Table 3. Research Table

Title	Author/ Year	Objective	Database
Nursing students' ethical dilemmas regarding patient care: An integrative review,	Albert, J.S., Younas, A., & Sana, S I / 2020	This review aimed to develop a comprehensive understanding of nursing students' ethical dilemmas regarding patient care in clinical settings.	Science Direct
Teamwork in healthcare: Challenges and solutions.	Averlid, G., Axelson, C., & Axelsson, R / 2014		
What problems make students struggle during their undergraduate medical education? A qualitative exploratory study.	Aziz A, Mahboob U & Sethi A	To explore problems faced by struggling undergraduate medical students and their impact on student's academics.	Pubmed
Professional values in nursing	Baillie L		Science Direct

Ethics and law for Australian nurses	Barker J		Pubmed
Nurses' contribution to the resolution of ethical dilemmas in	Barlow N/2014.		Cinahl
Principles of biomedical ethics	Beauchamp, T.L. & Childress, J.F/ 2013		Cinahl
Cultural Competence In Health Care: Emerging Frameworks And Practical Approaches	Betancourt, J.R, Green, A.R, & Carrillo, J.E. 2002		Pu
Learning turning points in life with long-term illness visualized with the help of the life-world theory of learning'	Berglund, M. 2017		
Using thematic analysis in psychology'	Braun, V. & Clarke, V. 2006		
Reflective practice in nursing	Bulman, C. and Schutz, S. 2013		
Nursing ethics: Across the curriculum and into practice	Butts, J.B. and Rich, K.L. 2019		
Becoming culturally competent in	Campinha-Bacote, J. 2007.		

ethnic psychopharmacology’,			
Ethical dilemmas and moral distress in oncology nursing practice	Cohen JS & Erickson JM 2006.		
Undertaking a literature review: A step-by-step approach	Cronin, P., Ryan, F., & Coughlan, M. 2008.		
Just health: Meeting health needs fairly	Daniels, N. 2008		
Ethical dilemma in nursing students: A case study’	Durmaz, Y.C. 2022.	The aim of this study was to get the opinions of nursing students about the issues that they may be ethically dilemma in during the decision-making process.	Cinahl
Edwards, S. 2020. Nursing ethics: A principled-based approach’, Nursing Ethics,	Edwards, S. 2020		
Guide to the code of ethics for	Fowler, M.D. 201		

nurses with interpretive statements: Development, interpretation, and application			
The virtues of a good nurse', Nursing Philosophy	Gallagher, A. 2020		
Reflective practice in nursing: Theory, application, and evidence, Nursing Philosophy	Gustafsson, C. & Fagerberg, I. 2017.		
Ethical theories and healthcare decision-making, Cambridge Quarterly of Healthcare	Harris, J. & Holm, S. 2018		
Reflective practice in nursing: Theory, application, and evidence, Nursing Philosophy	Gustafsson, C. & Fagerberg, I. 2017.		
Ethical theories and healthcare decision-making, Cambridge Quarterly of	Harris, J. & Holm, S. 2018		

Healthcare Ethics			
Interprofessional Education Collaborative. <i>Core competencies for interprofessional collaborative practice</i>	2016		
Difficulties and ethical problems nursing students face while caring for patients with COVID-19	Isik, M.T. and Ozdemir, R.C. 2022.	This descriptive study was carried out to identify the difficulties that nursing students may experience while caring for a patient with COVID-19 diagnosis and the ethical problems they may encounter.	Cinahl
Clinical ethics: A practical approach to ethical decisions in clinical medicine	Jonsen, A.R., Siegler, M., & Winslade, W.J. 2010	to provide healthcare professionals with a practical framework for analyzing and resolving ethical	

		dilemmas in clinical practice	
A critical reflection into a perioperative death and the use of the WHO Safer Surgery Checklist team briefing and debriefing using Gibb's reflective cycle,	Lewis, G. 2015.	The article describes a scenario of a patient dying on the operation table and a checklist of Gibbs reflective cycle of reflection	Cinahl
Cultural issues in nursing care	Lipson, J. 2002	to explore how cultural factors influence healthcare delivery and nursing practice	
Guided reflection: A valuable tool for improving undergraduate student nurses' levels of reflection'	Mahlanze, H.T., Sibiya, M.N. & Govender, S. 2015	The purpose was to evaluate how students in Durban university South Africa use all six steps of the Gibbs Cycle of reflection to improve their ethical decision making	Cinahl

		skills during Nursing school.	
International Journal of Offender Therapy and Comparative Criminology	Muiruri, P. N., Brewer, G., & Khan, R. 2019.	To explore the challenges faced in caring for prisoners in Kenya	Sage Journals
Nursing care of prisoners: staff views and experiences	Powell, J., Harris, F., Condon, L. & Kemple, T., 2010.	a study of the views and experiences of nurses and other prison healthcare staff about their roles and the nursing care they provide to prisoners	Journal of Advance Nursing
What makes a good nurse: Why the virtues are important for nurses	Sellman D 2011	to argue for the importance of virtues in nursing practice.	
Ethical decision-making climate, moral distress, and intention to leave among ICU professionals in a	Silverman H, Wilson T, Tisherman S, Kheirbek R, Mukherjee T, Tabatabai A, McQuillan K, Hausladen R, Davis-	To Evaluate the level of decision making involved in end-of-life care.	Pubmed

tertiary academic hospital center.	Gilbert M, Cho E, Bouchard K, Dove S, Landon J, & Zimmer M. 2022		
<i>Nursing Ethics</i>	Thompson, I.E., Melia, K.M., Boyd, K.M. and Horsburgh, D., 2006.	o provide a comprehensive exploration of ethical issues encountered in nursing practice.	
Caring for Criminals'	Wirmando, Astari, A.M. and Yuliatun, L. 2021	To identify the complexity of nurses in caring for criminals both in the order of a hospital or in prison	Cinahl
Perceptions on nurse–nurse collaboration among registered nurses in Finland and Norway, <i>Scandinavian</i>	Ylitörmänen, T., Kvist, T. and Turunen, H. 2019	To explore registered nurses' perceptions of nurse–nurse collaboration in Finland and Norway, identifying factors associated with these perceptions	Cinahl

<p>Effect of ethical leadership on moral sensitivity in Chinese nurses: A multi-level structural equation model</p>	<p>Zhang, N., Bu, X., Xu, Z., Gong, Z. and Gilal, F.G., 2021.</p>	<p>the research focuses on understanding nurses' experiences, attitudes, and the obstacles they encounter while caring for this patient population</p>	
---	---	--	--