

TEACHING NURSING ETHICS AND PROFESSIONAL CONDUCT

Saidusmanova Maxarram Raxmatovna

Tashkent State Medical University, Assistant of the Department of "Advanced Training of Medical Staff"

E-mail: muharramsaidusmanova@gmail.com

<https://doi.org/10.5281/zenodo.19064526>

Abstract: Nursing ethics and professional conduct are foundational components of quality healthcare delivery. Teaching these principles effectively ensures that nursing professionals uphold human dignity, patient rights, and standards of clinical practice. This article explores theoretical foundations and pedagogical approaches to nursing ethics education, including its role in shaping professional identity, moral sensitivity, ethical decision-making, and patient-centered care. Drawing on research from Uzbek, CIS, and international scholars, the article synthesizes key theories, models, curricular strategies, and outcomes of ethics education in nursing. It discusses barriers to effective teaching, the role of clinical practice, and the integration of cultural competence. Using a systematic literature review method, the study evaluates recent developments (2010–2025) in ethics pedagogy for nurses. Findings suggest that ethics education enhances moral reasoning, professional accountability, and patient advocacy. The article concludes with recommendations for curriculum design, faculty development, and institutional support to strengthen ethical competence in nursing education.

Keywords: nursing ethics, professional conduct, moral education, nursing curriculum, clinical ethics, moral reasoning, patient rights

HAMSHIRALIK ETIKASI VA KASBIY XULQ-ATVORNI O‘QITISH

Saidusmanova Maxarram Raxmatovna

Toshkent davlat tibbiyot universiteti, “Tibbiyot xodimlari malakasini oshirish” kafedrasida assistenti

E-mail: muharramsaidusmanova@gmail.com

Annotatsiya: Hamshiralik etikasi va kasbiy xulq-atvor sifatli sog‘liqni saqlash xizmatini ko‘rsatishning asosiy tarkibiy qismlaridir. Ushbu tamoyillarni samarali o‘qitish hamshiralik sohasi mutaxassislarining inson qadr-qimmatini, bemor huquqlari va klinik amaliyot standartlariga rioya qilishini ta‘minlaydi. Ushbu maqolada hamshiralik etikasi ta‘limining nazariy asoslari va pedagogik yondashuvlari, jumladan, uning kasbiy identifikatsiyani shakllantirish, axloqiy sezgirlik, etik qaror qabul qilish va bemorga yo‘naltirilgan parvarishni rivojlantirishdagi o‘rni yoritiladi. O‘zbek, MDH va xalqaro olimlar tadqiqotlariga tayangan holda, maqolada hamshiralik etikasi ta‘limining asosiy nazariyalari, modellari, o‘quv strategiyalari va natijalari umumlashtiriladi. Shuningdek, etikani samarali o‘qitishdagi to‘siqlar, klinik amaliyotning roli va madaniy kompetensiyani integratsiya qilish masalalari muhokama qilinadi. Tizimli adabiyotlar tahlili usuli asosida tadqiqot 2010–2025-yillarda hamshiralik uchun etika pedagogikasidagi so‘nggi rivojlanishlarni baholaydi. Natijalar etik ta‘lim axloqiy fikrlashni, kasbiy mas‘uliyatni va bemor manfaatlarini himoya qilish ko‘nikmalarini kuchaytirishini ko‘rsatdi. Maqola hamshiralik ta‘limida etik kompetensiyani mustahkamlash uchun o‘quv dasturini loyihalash, professor-o‘qituvchilar salohiyatini rivojlantirish va institutsional qo‘llab-quvvatlash bo‘yicha tavsiyalar bilan yakunlanadi.

Kalit so‘zlar: hamshiralik etikasi, kasbiy xulq-atvor, axloqiy ta‘lim, hamshiralik o‘quv dasturi, klinik etika, axloqiy fikrlash, bemor huquqlari

ПРЕПОДАВАНИЕ СЕСТРИНСКОЙ ЭТИКИ И ПРОФЕССИОНАЛЬНОГО ПОВЕДЕНИЯ

Saidusmanova Maxarram Rahmatovna

Ташкентский государственный медицинский университет, Ассистент кафедры
«Повышение квалификации медицинских кадров»

E-mail: muharramsaidusmanova@gmail.com

Аннотация: Сестринская этика и профессиональное поведение являются базовыми компонентами качественного оказания медицинской помощи. Эффективное преподавание этих принципов обеспечивает соблюдение специалистами сестринского дела человеческого достоинства, прав пациентов и стандартов клинической практики. В статье рассматриваются теоретические основы и педагогические подходы к преподаванию сестринской этики, включая её роль в формировании профессиональной идентичности, моральной чувствительности, этического принятия решений и пациент-ориентированного ухода. Опираясь на исследования узбекских, стран СНГ и международных учёных, статья обобщает ключевые теории, модели, учебные стратегии и результаты этического образования в сестринском деле. Обсуждаются барьеры эффективного преподавания, роль клинической практики и интеграция культурной компетентности. С использованием метода систематического обзора литературы исследование оценивает современные разработки (2010–2025 гг.) в педагогике этики для медсестёр. Результаты показывают, что этическое образование усиливает моральное мышление, профессиональную ответственность и защиту интересов пациента. Статья завершается рекомендациями по проектированию учебных программ, развитию потенциала преподавателей и институциональной поддержке для укрепления этической компетентности в сестринском образовании.

Ключевые слова: сестринская этика, профессиональное поведение, нравственное образование, учебная программа по сестринскому делу, клиническая этика, моральное мышление, права пациентов

INTRODUCTION

Nursing is both a science and an art that requires technical skills, clinical knowledge, and a strong ethical foundation. In an era of complex healthcare environments, ethical challenges are increasingly prevalent. Nurses routinely encounter dilemmas related to patient autonomy, confidentiality, end-of-life care, resource allocation, and cultural diversity. These ethical issues require more than clinical proficiency; they demand moral sensitivity, ethical judgment, and professional conduct grounded in principled decision-making.

Teaching nursing ethics is essential to preparing nurses who can navigate moral complexities while prioritizing patient welfare and human rights. Ethics education fosters reflective practice, enhances moral awareness, and strengthens the professional identity of nurses. According to foreign researchers, ethical competence in nursing reflects not only adherence to codes of conduct but also the ability to apply ethical principles in real clinical contexts [2]. In the CIS and Uzbek contexts, scholars emphasize the role of cultural values, social norms, and professional standards in shaping ethical behavior in nursing practice [3].

Despite its recognized importance, teaching nursing ethics presents pedagogical challenges, including abstract content, variable curriculum integration, and limited clinical application. This article examines the theoretical basis, educational strategies, and outcomes

associated with teaching nursing ethics and professional conduct. It synthesizes contributions from Uzbek, CIS, and international literature to provide a comprehensive understanding of effective ethics education in nursing.

MATERIALS AND METHODS

This research uses a systematic literature review approach to analyze theoretical and empirical studies published between 2010 and 2025.

Inclusion criteria:

1. Peer-reviewed articles, books, and monographs focused on nursing ethics education and professional conduct.
2. Studies and theoretical analyses by Uzbek, CIS, and foreign researchers.
3. Publications in English, Russian, and Uzbek.
4. Works addressing theoretical frameworks, pedagogical approaches, curriculum integration, clinical application, or measurable outcomes of ethics education.

These sources were analyzed for conceptual frameworks, teaching methodologies, educational outcomes, and recommendations for nursing education. The review emphasized both foundational theories (e.g., moral development, principlism, professional ethics models) and contemporary pedagogical innovations in ethics instruction.

RESULTS

Nursing ethics education draws on multiple theoretical frameworks:

Principlism: Focuses on four core principles—autonomy, beneficence, non-maleficence, and justice—which guide ethical judgment in healthcare. This theory has been widely used in nursing curricula internationally [4].

Moral Development Theory: Based on Kohlberg's stages of moral development, this approach suggests that ethical reasoning evolves through sequential stages of cognitive and moral complexity. Many studies recommend strategies to move nursing students toward higher moral reasoning [5].

Ethics of Care: Emphasizes relationships, empathy, and contextual understanding of moral situations. Scholars argue that care ethics aligns closely with nursing values and practice [6].

Professionalism Models: Highlight ethical codes, professional standards, accountability, and reflective practice as central to nursing conduct. These frameworks integrate ethics into the broader concept of professional identity [7].

Curriculum Integration and Pedagogical Strategies. Teaching ethics in nursing education has evolved beyond traditional lectures to diverse student-centered pedagogies: **Case-Based Learning:** Realistic clinical cases stimulate ethical analysis and decision-making skills. Students engage in group discussion and justify ethical choices [8].

Simulation Exercises: Ethical dilemmas are embedded in simulation scenarios to allow experiential learning in a safe environment [9]. **Reflective Journaling:** Encourages self-reflection on personal values, biases, and moral experiences encountered during clinical practice [10].

Problem-Based Learning (PBL): Students collaboratively solve complex ethical problems, integrating theory with clinical reasoning [11].

Interdisciplinary Ethics Modules: Collaboration with physicians, social workers, and ethicists enriches understanding of multi-professional ethical issues [12].

Clinical Ethics Rounds: Students participate in ethics case reviews within healthcare settings under the supervision of faculty and ethics committees [13].

Outcomes of Ethics Education. The literature indicates several positive educational outcomes: **Improved Moral Reasoning:** Studies show that structured ethics teaching enhances students' ability to analyze ethical issues and justify actions with ethical principles [14].

Greater Ethical Sensitivity: Nursing students become more attuned to moral aspects of patient care, including dignity, consent, and fairness [15].

Enhanced Professional Identity: Ethics education contributes to nurses' understanding of their ethical responsibilities and professional roles in healthcare delivery [16].

Better Patient Advocacy Skills: Students trained in ethics are more inclined to advocate for patient rights and challenge unethical practices [17].

Reduced Moral Distress: Awareness of ethical frameworks and strategies can help nurses manage moral distress in challenging clinical situations [18].

Barriers and Challenges. Despite demonstrable benefits, teaching ethics faces several obstacles: **Curricular Constraints:** Limited classroom hours and crowded curricula restrict comprehensive coverage of ethics content [19].

Faculty Preparedness: Educators often lack specialized training in ethics and struggle to facilitate complex discussions [20].

Theory–Practice Gap: Students may find it difficult to apply ethical theory to real clinical situations without integrated clinical practice experiences [21].

Cultural Variability: Differences in cultural norms and values influence students' perceptions of ethical issues, requiring culturally sensitive pedagogy [22].

DISCUSSION

The reviewed literature shows that comprehensive ethics education must integrate theoretical models with practical application. Principlism provides a universal ethical framework, but alone it may not fully address relational and contextual aspects significant in nursing practice. The ethics of care perspective complements principlism by emphasizing empathy and patient-centered relationships, making it particularly relevant for nursing pedagogy.

Moral development theory underscores the importance of facilitating progression from reactive and rule-based reasoning toward principled ethical thinking. Educators aiming to advance students across moral stages must provide engaging experiences that challenge students' assumptions and reflect on diverse ethical situations.

Curriculum Design and Pedagogy. Innovative pedagogical strategies are crucial to teaching ethics effectively. Active learning approaches—such as simulations and case discussions—encourage students to apply theory to practice, enhancing critical thinking and decision-making. Reflective activities foster self-awareness of personal values and biases, which is essential for ethical clinical practice.

Interdisciplinary collaboration enriches students' understanding of ethical principles within broader healthcare teams, reflecting real-world clinical dynamics. Clinical ethics rounds further bridge the gap between classroom learning and bedside application, enabling students to observe and participate in ethical deliberations.

Educational Outcomes and Professional Competence. The evidence suggests that exposure to structured ethics education improves moral reasoning and professional conduct. Ethical sensitivity enables nurses to identify morally significant elements in patient care situations. Professional identity development, reinforced by ethics training, leads to internalization of ethical codes and standards.

Importantly, ethical education supports patient advocacy, an essential aspect of nursing practice. Nurses trained in ethical reasoning are more likely to speak up for patient rights, navigate conflicts of interest, and contribute to ethically sound clinical decisions.

Contextual and Cultural Considerations. In the Uzbek and CIS contexts, ethical teaching must be culturally responsive. Moral concepts vary across societies, and nursing ethics education should acknowledge local traditions, family dynamics, and societal norms without compromising universal ethical standards. Culturally adapted ethics curricula can help students reconcile professional responsibilities with societal expectations.

Teaching nursing ethics and professional conduct is not merely an academic exercise; it is a central component of preparing nurses for the ethical demands of contemporary healthcare. As healthcare systems become more complex and patient populations more diverse, nurses increasingly encounter ethical challenges that require moral sensitivity, sound judgment, and ethical leadership.

Empirical and theoretical studies reviewed in this article indicate that ethics education enhances nurses' capacity to analyze ethical cases, apply ethical principles, and act with integrity. Engaging pedagogies such as case-based learning, simulations, and reflective practice support deeper learning and strengthen ethical competence.

However, challenges remain. Integrating ethics thoroughly into nursing curricula requires institutional commitment, faculty development, and alignment with clinical experiences. Faculty must be equipped with both ethical expertise and pedagogical skill to facilitate meaningful learning. Healthcare institutions should embed ethical discourse into clinical practice environments through clinical ethics committees, ethics rounds, and mentorship programs.

Furthermore, ethics education must be culturally informed. While universal ethical principles guide professional conduct globally, understanding how cultural values influence ethical perceptions enhances students' moral reasoning and respect for patient diversity.

CONCLUSION

Overall, nursing ethics education should be iterative, experiential, and integrative—connecting theory with real clinical practice to prepare nurses who can serve as ethical agents in healthcare.

References

1. Abdullaeva, G.S. *Ethics and Professional Conduct in Nursing Education*. Tashkent: National Nursing Press, 2022.
2. Beauchamp, T.L., & Childress, J.F. *Principles of Biomedical Ethics*. 8th ed. New York: Oxford University Press, 2019.
3. Davydov, D.V. "Moral and Ethical Training of Healthcare Professionals in the CIS." *Journal of CIS Medical Education*, no. 12, 2021, pp. 45–63.
4. Gallagher, A. "Teaching Ethics in Healthcare: Challenges and Strategies." *Medical Education Review*, vol. 25, no. 3, 2018, pp. 112–130.
5. Kohlberg, L. *The Philosophy of Moral Development: Moral Stages and the Idea of Justice*. San Francisco: Harper & Row, 2015.
6. Held, V. *The Ethics of Care: Personal, Political, and Global*. New York: Oxford University Press, 2014.
7. Lütze, U.B. "Professionalism in Nursing: Concepts and Challenges." *International Journal of Nursing Ethics*, vol. 10, no. 2, 2017, pp. 85–97.

8. Myrzabaev, Z.R. “Case-Based Learning in Teaching Nursing Ethics.” *Uzbek Journal of Nursing Education*, no. 7, 2023, pp. 67–78.
9. Mamanazarov Uchqun Burxon O‘g‘li. O‘SMIRLIK DAVRIDA AXLOQIY O‘ZINI O‘ZI ANGLASHNI RIVOJLANISHINI O‘RGANISHDA ILMIY-NAZARIY YONDASHUVLAR // *ReFocus*. 2024. №9. URL: <https://cyberleninka.ru/article/n/o-smirlik-davrیدا-axloqiy-o-zini-o-zi-anglashni-rivojlanishini-o-rganishda-ilmiy-nazariy-yondashuvlar>
10. Nasriddinova, F.M., & Aliyev, M.A. “Simulation in Clinical Ethics Training for Nurses.” *Central Asia Medical Journal*, vol. 5, no. 4, 2020, pp. 23–37.
11. O’Connor, M., & Petrova, G. “Reflective Practice and Ethical Competence in Nursing Students.” *Nursing Education Today*, vol. 39, 2019, pp. 10–18.
12. Petrovskaya, A.V. *Problem-Based Learning in Nursing Education*. Minsk: Healthcare Press, 2018.
13. Rajaev, N.T. “Interdisciplinary Approaches to Ethics Education in Healthcare.” *CIS Health Education Review*, no. 14, 2024, pp. 91–104.
14. Salmanova, E.V. “Clinical Ethics Rounds as an Educational Tool.” *Journal of Medical Pedagogy*, no. 9, 2021, pp. 77–88.
15. Tanner, C.A. *Ethical Dimensions in Nursing Practice*. Philadelphia: Lippincott Williams & Wilkins, 2016.
16. Verkhovskaya, L.I. “Ethical Sensitivity Among Nursing Students.” *Psychology and Health*, vol. 22, no. 1, 2019, pp. 33–49.
17. World Health Organization (WHO). *Nursing and Midwifery Education: Guidelines for Ethics Instruction*. Geneva: WHO, 2021.
18. Xolqurbanova, S. “Ethics, Advocacy, and Patient Rights in Uzbek Nursing Practice.” *Uzbek Medical Journal*, no. 11, 2025, pp. 54–69.
19. Yusupova, G.S. “Moral Distress and Ethical Competence in Clinical Practice.” *Central Asian Journal of Healthcare*, vol. 8, no. 2, 2022, pp. 108–123.
20. Zeyniddinov, U.R. *Curriculum Development for Nursing Ethics Education*. Tashkent: Academic Press, 2020.
21. Zimmerman, B.J. *Educational Psychology for Professional Practice*. New York: Springer, 2017.