

Integrating Bioethics Into Nursing Practice: Enhancing Student Nurses Competence In Handling Clinical Dilemmas

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Abstract

This study explored the level of knowledge of student nurses' to enhance their competence in the integration of bioethics principles in the clinical setting. This study aimed to determine the level of knowledge and the level of integration of student nurses on the bioethical principles. The study focused on seven ethical principles: autonomy, beneficence, nonmaleficence, justice, fidelity, veracity, and confidentiality. Using a quantitative descriptive-correlational design, data were collected from 313 Level II, III, and IV student nurses at Lorma Colleges who had prior exposure to ethics education and clinical rotations. A researcher-developed and validated questionnaire assessed students' knowledge and the extent of integrated ethical principles into practice. Statistical tools, including weighted mean and Pearson's correlation coefficient, were employed to analyze the data. Results indicated that student nurses demonstrated a very high level of knowledge and integration of bioethical principles across all domains. Student nurses showed strong competence in respecting patient autonomy, prioritizing nonmaleficence, and maintaining confidentiality. A significant positive correlation was found between students' knowledge of bioethics and the integration of bioethical principles, validating the impact of structured ethics education on ethical decision-making skills. The study concludes that knowledge and integration of bioethics in nursing curricula significantly improve student nurses' bioethical reasoning and clinical competence. It recommends incorporating digital tools such as digital flipbooks to maintain ethical competence. Future research should explore qualitative perspectives to capture the lived experiences of student nurses facing ethical challenges, thereby contributing to curriculum refinement and improved patient care outcomes.

Keywords: *bioethics, clinical dilemma, integration, knowledge*

1. Introduction

In the dynamic field of healthcare, the constantly changing complexities often encompass the collision of bioethical dilemmas, where it is increasingly prevalent in the clinical area, and decision-making skills make the confidence of student nurses, who are placed on the frontline of care, more crucial than ever. This role for student nurses paramounts the relevance of critical thinking, which in turn also emphasizes the importance of ethical education in developing and shaping professional competency in handling ethical dilemmas in the area.

Globally, student nurses face significant challenges in ethical decision-making, often being caught between conflicting options. Studies show that nearly half of student nurses - 46% - face ethical dilemmas during their clinical training, often struggling between providing patient-centered care and adhering to institutional policies. Additionally, 63% report feeling unprepared for such situations, indicating a critical gap in nursing education programs ("Ethical Dilemmas for Nursing Students and Faculty: In Their Own Voices," 2021).

Bioethical principle is an important component of student nurses' clinical experience given that it influences their perspective and comprehension of ethical concepts, allowing them to make more informed bioethical decisions in the clinical practice. While the integration of bioethical principles into the nursing practice supports student nurses in developing a well-constructed framework that guides their behaviours when encountering challenging scenarios while providing patient care (Mason et al., 2021). The impact of bioethics extends to developing ethical awareness inside the nursing profession (Bagnasco et al., 2020). Bioethical competence is one of the main objectives of nursing education. Ethical dilemmas often arise when nurses' face conflicting bioethical principles, such as patient autonomy, beneficence, and justice, that complicate decision-making. This challenge is especially pertinent to student nurses', who may lack the experience or professional identity to navigate these ethical conflicts confidently.

A research conducted in 2020 at several European universities, including Finland, indicated missed opportunities in understanding how education and experience shape ethical competencies. The investigation, titled "Moral courage in undergraduate nursing students: A literature review", involved exploring moral confidence in dealing with clinical dilemmas among senior student nurses'. The study emphasized that nursing education must equip students with skills to address ethical issues effectively (Koskinen et al., 2020). Likewise, a 2024 research done by Harvard Medical School concluded that it was vital to strengthen the fundamental principles of everyday clinical ethics into nursing curricula. Required skills such as ethical awareness, self-reflection, and relational skills were identified by the study as fundamentals in treating real dilemmas. It also proposed the use of educational case scenarios in building confidence into students as to clinical ethics, concluding that current programs might not be adequate enough to stand past the practical challenges of healthcare (Meyer et al., 2024).

In the Philippine context, student nurses frequently encounter clinical dilemmas that challenge their preparation and confidence in clinical decision-making. According to the study conducted by Lyceum of the Philippines University, while student nurses' generally demonstrate high moral competence, they still encounter challenges in balancing compassion and holistic care with institutional constraints. These constraints sometimes hinder the delivery of patient-centered care, creating significant ethical challenges (Appiah, 2021). In addition to this, there are currently underdeveloped ethical training programs in most nursing schools, underlining the need for curriculum enhancement to better prepare student nurses to encounter real-world bioethical

challenges. This is what defines the need for including a strong knowledge of bioethical principles in nursing curricula to fill these gaps.

Apart from the highlighted gaps at Lyceum of the Philippines University, the study conducted in one of the nursing schools within Central Luzon showed that 42% of student nurses were unprepared to handle ethical issues concerning patient confidentiality and autonomy. This is a critical issue since these principles were instituted to guard patient rights and to promote trust among patients. The research underscores the immediate need for contextually appropriate bioethics programs in nursing curricula that would increase students' confidence and competence in clinical settings.

In another context, a recent case involving a Filipino student nurse, widely referred to online as the “Flat Line Girl,” sparked controversy after a TikTok video showed a simulation of a patient’s cardiac monitor flatlining. This incident raised serious concerns over patient privacy, especially since the video was allegedly filmed within a hospital setting (Cinco, 2024). The National Privacy Commission (NPC) of the Philippines has acknowledged the case, highlighting potential violations under the Data Privacy Act of 2012, processing of personal and sensitive information is strictly regulated. According to Sections 12 and 13, handling sensitive information like patient health data is only permissible under specific legal conditions. The NPC emphasized that recording and sharing videos that contain identifiable information, such as clips involving patient monitors, without proper authorization breaches these provisions. Non-compliance can result in severe penalties, including fines and imprisonment (National Privacy Commission, 2023). In violating the principle of confidentiality, the student nurses actions contradict the ethical principle of non-maleficence, as public dissemination of sensitive patient information—even indirectly—can erode trust in healthcare institutions. The situation also implicates the principles of autonomy and justice, by undermining the patient’s right to privacy and equitable treatment.

While in the local aspect, during one clinical duty, an ethical experience involving a patient who was experiencing hypertension, commonly known as high blood pressure, was noted. The patient involved was supposed to be discharged from the hospital that day if her blood pressure was within normal. However, as the student nurse monitored her vitals and assessed her health status, she concluded that the patient still had high blood pressure. This assessment resulted in the patient becoming frustrated and agitated. In anger, the patient confronted the student nurse, demanding that her blood pressure be quickly adjusted to a normal range in the notes. The student nurse found herself torn between the patient's expectations and the reality of the medical situation, illustrating the intricate dynamics of healthcare delivery.

In another incident, a student nurse administered medication to a patient but noticed that the medication prepared by the head nurse was incorrect. Despite this, the head nurse insisted that the medication was correct and instructed the student to administer it. The student nurse became worried and uncertain about whether to report the issue to the clinical instructor, the nurse on duty, or even the patient. This situation breached the bioethical principles of non-maleficence, which emphasizes avoiding harm, and accountability, which requires nurses’ to ensure patient safety and advocate for correct treatment. This situation relates that the nursing profession is a capsule of dynamic and sophisticated profession that focuses on promoting health and providing care. It is a discipline that encompasses both the clinical aspect—science—and the healthcare’s intuitive sensibility—art. Yet the streamline of nursing demands not only the expertise on clinical skills but also a strong ethical foundation (Rosenberg, 2024).

It is imperative for nurses to modify their practices in line with professional ideals, which are fundamental to this line of work. The Code of Ethics for Nurses, established by the American Nurses Association (ANA), outlines essential ethical obligations and professional standards for nursing, emphasizing the principles of autonomy, beneficence, non-maleficence, and justice, which collectively guide nurses' in ethical, compassionate care. Autonomy refers to respecting a patient's right to make personal healthcare decisions, even when, for example, a patient refuses a recommended treatment that a nurse believes would improve their health. Beneficence requires nurses' to act in patients' best interests by promoting their well-being, such as advocating for effective pain management to alleviate suffering despite limited resources. Non-maleficence, or "do no harm," underscores the nurses commitment to avoid actions that might harm the patient, like adjusting a treatment plan to prevent potential adverse effects (Pacific College, 2022). Justice demands fairness, ensuring all patients receive equitable treatment; for instance, a nurse might advocate for the same level of care for a vulnerable, uninsured patient as for any other individual (Medical Protection, 2024).

To resolve conflicting and complex situations involving patient care, the nursing profession follows the Code of Nursing Ethics. Such a foundation shapes the ethical behavior of health care institutions with regard to patient care decisions and activities, as patient benefit prevails in this approach. Nurses utilize the bioethical principles of details by upholding the patient's right to self-determination, taking care of the patient, doing no harm, and ensuring fair treatment of all patients. Together, these principles create a foundation for ethical decision-making in nursing, enabling nurses to navigate complex situations while upholding dignity, respect, and compassion in patient care. In other words, this encompasses respecting one's choices, helping out healthy, not inflicting harm, and being fair to every patient irrespective of prejudice (Rosenberg, 2024). The process of ethical decision-making involves not only technical knowledge but also a deep understanding of bioethical principles, which can be difficult for students who are still building their clinical and ethical expertise. Student nurses are tasked with reconciling different values and ensuring that their decisions are in line with bioethical principles, which often leads to emotional strain when the "right" choice is unclear or complicated by external constraints. These situations are particularly challenging due to their developing professional identity and ethical frameworks, leading to feelings of uncertainty and anxiety when tasked with making ethically sound decisions in clinical settings. As such, student nurses may struggle to navigate ethical dilemmas effectively, which can negatively impact their confidence and competency in clinical environments (Haddad & Geiger, 2023).

Bioethics principles for student nurses are indispensable within nursing curricula to equip the learner with everything necessary to face clinical dilemmas in health care. It fosters moral competence, which includes making sound decisions in patient advocacy and the profession's standards of care. Critical skills emphasized in ethical training include critical thinking, empathy, and sensitivity to culture. Ethical issues can therefore be addressed automatically in any of the diverse health care situations (Robichaux et al., 2022). Bioethics enables nurses to make practical decisions in critical situations without compromising the value of the nursing profession and to ensure quality care for the patients (Farquharson et al., 2024). The integration of these principles into clinical decision-making is crucial in nursing, especially when faced with complex cases where conflicting interests and patient autonomy are at stake.

To address these issues, including bioethics principles in nursing programs, emphasizes ethical reasoning—the ability to critically evaluate clinical dilemmas and

reach informed, fair conclusions. As student nurses develop their professional identity, opportunities for knowledge on bioethical principles and reflective practice are essential in fostering their ability to make well-reasoned decisions and to reduce the emotional toll these dilemmas may cause. Equipping student nurses with skills to navigate ethical dilemmas empowers them to make informed decisions aligned with their professional values and patient care standards (Duquesne University School of Nursing, 2020). Effective knowledge of bioethical principles into nursing curricula can significantly improve students' readiness to manage moral complexities encountered in healthcare settings (Rosenberg, 2024). Integrating bioethics into nursing curricula enhances students' ability to recognize and address ethical dilemmas, ultimately leading to better patient care outcomes (Ayyad et al., 2024).

However, despite the emphasis on bioethics in nursing education, there still remains a gap in understanding how student nurses perceive and respond to clinical dilemmas in real-world clinical environments. This gap underscores the importance of exploring students' knowledge to inform and improve nursing education. Moreover, the increasing complexity of healthcare delivery necessitates that student nurses are equipped not only with clinical skills but also with strong ethical reasoning abilities.

2. Objectives

This study aimed to explore the level of knowledge and the integration of bioethics principles on student nurses' competence in managing clinical dilemmas.

3. Materials and Methods

The study adopted a quantitative-descriptive correlational design for the purpose of systematically identifying a relationship between student nurses' level of knowledge and the integration of bioethics. Thus, this approach describes characteristics and explores associations between variables without purporting to imply causation through the use of numerical data (Bhandar, 2022).

The study was carried out in Lorma Colleges-College of Nursing, found in Carlatan, City of San Fernando, La Union. This institute was picked owing to the extent of clinical training provided and having ethics within the nursing curriculum, making it an appropriate setting for investigating the integration of bioethics into practice. The A.Y. 2024-2025 study population consisted of Level II, III, and IV student nurses who had taken the ethics subject and were deployed to clinical settings. The total population composed 1,443 students across the three levels. A total sample of 313 was derived using Slovin's formula and represented the total number of students in the study. These 313 students will represent the following year levels and sections: Level II with a total of 112 respondents, Level III with 94 respondents, and Level IV with 107 respondents. After determining the sample size, random sampling will be used to select the respondents.

A stratified random sampling technique was used to ensure the students received a proportionate representation across levels. Students were grouped by year level, and respondents were taken randomly from each section. All respondents included members of both male and female. Lastly, those who expressed reluctance or revoked consent at any stage were excluded at that point from participation in the study.

A researcher-made questionnaire was considered the primary instrument used in this study to measure the knowledge and integration of student nurses regarding the bioethical principles in a clinical setting. The questionnaire consisted of two sections, the first part was to measure the level of knowledge regarding ethical dilemmas in clinical practice, while the second sought to assess the level of integration of bioethics on student

nurses' competence when faced with clinical dilemmas. Likewise, a Likert scale was used to interpret the level of knowledge and integration of each respondent.

The Likert scale was interpreted as follows:

Part 1. Knowledge of Student Nurses on Bioethical Principles

Scale	Descriptive Equivalent Rate
5	Very Highly Knowledgeable
4	Highly Knowledgeable
3	Moderately Knowledgeable
2	Fairly Knowledgeable
1	Not Knowledgeable

Part 2. Integration of Bioethical Principles on Student Nurses' Competence in Managing Clinical Dilemmas

Scale	Descriptive Equivalent Rate
5	Very Highly Integrated
4	Highly Integrated
3	Moderately Integrated
2	Fairly Integrated
1	Not Integrated

The responses to this questionnaire were expressed in numerical terms using weighted mean scores. A score of 3.51 and above was considered high regarding knowledge or integration; a score below 3.50 was conversely considered lower level. The collection of data utilized a researcher-made online questionnaire survey using Google Forms. The questionnaire link was sent through email to the class chairpersons who were then requested to disseminate it to their respective respondents in each section. Accessibility to the survey was available in a pre-identified time period to allow students to fill it up in their free and less demanding times during the academic hours.

The contents of the questionnaire were validated through a thorough appraisal by a panel of Nursing Ethics Educator, Patient Safety Officer, and a Chief Nurse. After which, a pilot study was done and was conducted on 66 respondents from Level II, III, and IV student nurses, who were not part of the actual sample size. A Cronbach's alpha coefficient of 0.933 for the Knowledge section and 0.960 for the Integration section both indicate outstanding reliability. Each of the seven bioethical principles-namely, autonomy, beneficence, nonmaleficence, justice, fidelity, veracity, and confidentiality-also demonstrated acceptable to high reliability with alpha scores ranging from 0.706 to 0.887. These results verified an internal coherence, hence the measuring ability of the test, which consistently measured what it ought to have measured.

4. Results

The results provided an understanding of the respondents' level of knowledge and integration of the different bioethical principles in managing and handling clinical dilemmas. The researchers found that the respondents showed a high level of knowledge and integration of bioethics principles when handling dilemmas in the clinical field.

Table 1. Level of Knowledge Of Student Nurses On Bioethical Principles

Bioethical Principle	Knowledge	
	WM	DE
Autonomy	4.78	VHK
Beneficence	4.64	VHK
Nonmaleficence	4.79	VHK
Justice	4.85	VHK
Fidelity	4.77	VHK
Veracity	4.78	VHK
Confidentiality	4.81	VHK

Legend: WM=weighted mean DE=descriptive equivalent VHK=very highly knowledgeable

Table 1 presents the level of knowledge of student nurses on each bioethical principle. The findings indicate that the student nurses are very highly knowledgeable when it comes to the principles of bioethics.

Among the bioethical principles evaluated, Justice wielded the highest weighted mean score of 4.85, which indicates that the student nurses understand the importance of providing equal treatment care to their patients. This was closely followed by the principle of Confidentiality, which received a weighted mean of 4.81. This implied that the respondents are well-versed in the importance of keeping patient information private and confidential. The principle of Nonmaleficence was also rated favorably, with a weighted mean of 4.79, showing that the student nurses are well oriented on the importance of doing no harm to the patient. Both Autonomy and Veracity achieved a weighted mean score of 4.78, which means that the respondents in the study are well aware that every patient has the right to make their own decisions and that honest communication is needed to avoid giving false hope. While the principle of Fidelity received a weighted mean of 4.77, indicating that the student nurses are aware of the significance of maintaining and fulfilling promises. And lastly, the principle of Beneficence received the lowest weighted mean score of 4.64, although still relatively high in descriptive equivalence, shows that the student nurses understand that part of their responsibility is prioritizing what is best for the patients.

Table 2. Integration Of Bioethical Principles On Student Nurses' Competence In Managing Clinical Dilemmas

Bioethical Principle	Integration	
	WM	DE
Autonomy	4.80	VHI
Beneficence	4.43	VHI
Nonmaleficence	4.80	VHI
Justice	4.84	VHI
Fidelity	4.77	VHI
Veracity	4.79	VHI
Confidentiality	4.81	VHI

Legend: WM=weighted mean DE=descriptive equivalent VHK=very highly integrated

Table 2 presents the level of integration of bioethical principles in student nurses' competence in managing clinical dilemmas. The findings indicate that the student nurses very highly integrate the principles of bioethics when managing clinical dilemmas.

Among the bioethical principles evaluated, the principle of Justice wielded the highest weighted mean score of 4.84, indicating that the student nurses provide equal care to all patients. This was closely followed by the principle of Confidentiality, where it achieved a weighted mean of 4.81, indicating that the respondents instill a high degree of responsibility in maintaining patient privacy and confidentiality. The principles of Nonmaleficence and Autonomy were also rated favorably, with a weighted mean of 4.80, implying that the student nurses are capable of detecting and preventing potential harm to their patients and actively engaging patients in their own healthcare choices, giving them a sense of independence. The principle of Veracity followed closely with a weighted mean score of 4.79, which indicates that the student nurses shows dedication to honesty and being truthful to their patients while the principle of Fidelity received a weighted mean of 4.77, which implies that the student nurses are loyal to their words, valuing honesty in the nursing care. And lastly, the principle of Beneficence achieved the lowest mean but still received a high descriptive equivalent. This result indicates that student nurses take actions based on what benefits their patients more.

Table 3 illustrates the correlation between student nurses' knowledge of each of the 7 bioethical principles and their competence in managing clinical dilemmas related to those principles. Each value shown is a Pearson correlation coefficient (r), and all are marked with “***”, indicating they are statistically significant at the 0.01 level (2-tailed).

There is a strong and significant correlation between the level of knowledge of each bioethical principle and student nurses' integration of the following bioethical principles, corresponding with their clinical competence in handling clinical dilemmas. The strongest indicators were observed in the principles of justice (.725) and veracity (.703), suggesting that these areas are particularly impacted by bioethical principles. This means that the student nurses who have a high level of knowledge when it comes to justice and veracity also have a high level of integration of bioethical principles in their clinical practice. And likewise, even the lowest correlation, autonomy (.535), still reflects a moderate and meaningful correlation when mentioning the correlation between the level

Table 3. Correlation Between The Level of Knowledge and Integration of Bioethical Principles

Bioethical Principle	Knowledge			
	R-value	P-value	Interpretation	Decision
Autonomy	0.535**	<0.001	Significant	Reject H ₀
Beneficence	0.687**	<0.001	Significant	Reject H ₀
Nonmaleficence	0.609**	<0.001	Significant	Reject H ₀
Justice	0.725**	<0.001	Significant	Reject H ₀
Fidelity	0.662**	<0.001	Significant	Reject H ₀
Veracity	0.703**	<0.001	Significant	Reject H ₀
Confidentiality	0.641**	<0.001	Significant	Reject H ₀

**. Correlation is significant at the 0.01 level (2-tailed).

of knowledge of autonomy and student nurses' integration of this principle in their clinical practice.

5. Discussion

The results of the **level of knowledge of student nurses on bioethics principles** were discussed to understand student nurses' knowledge of the different bioethical principles. Under **Autonomy**, the respondents showed a very high knowledge when it comes to the bioethical principle of autonomy. This implied that the student nurses know how to respect patients' refusal to treatments and patients' decisions in their own treatment plan, even if that differs from their own opinion. These showed that student nurses are well aware of patients' rights and autonomy. **Beneficence** also showed very high knowledge results. These indicated that the respondents emphasized performing care actions that best promote their patients' welfare at different points of care, which benefits the patient and their welfare. Likewise, **Nonmaleficence** also resulted in a very high knowledge. This result highlights that student nurses consistently demonstrate a strong awareness and application of the ethical standard of "do no harm" in their practice. **Justice**, at the level of knowledge, reflected a very high knowledge of the principle, which showed that the respondents had a strong commitment to providing fair and equal nursing care treatment. **Fidelity** shows a very high knowledge of the bioethical principle of fidelity. This result showed that student nurses are consistently committed to being trustworthy and dependable in their practice. **Veracity**, with a result of very high knowledge, indicates that the student nurses have a consistently high degree of knowledge that has been acquired and utilized with regard to the practice of honesty and truthfulness in nursing. Lastly, **Confidentiality** resulted in a very high knowledge on the principle, which showed that the respondents had a strong understanding and commitment to maintaining patient privacy and protecting sensitive information.

The results under the **Integration of Bioethical Principles on Student Nurses** **Competence** showed a very high integration of bioethical principles. **Autonomy**, under the level of integration, showed that the student nurses, when it comes to the principle of autonomy, highly integrate it in their clinical practice. This demonstrates that student nurses grasp not only the concept of autonomy, but can also implement it during their clinical practice. **Beneficence** discussed the results, which show a very highly integrated. This suggests that student nurses effectively incorporate beneficence into their clinical practice by prioritizing the well-being of patients during their care. **Nonmaleficence**, under the level of integration, discussed the result, which shows a very high level of integration of the bioethical principle of nonmaleficence. This indicates how student nurses always place the prevention of potential harm at the center of their caring for patients, which in turn demonstrates their commitment to safety and ethics. Likewise, under **Justice**, it presents a very high integration of the principle of justice. This outcome indicates a strong commitment among student nurses to provide fair and equitable care to all patients, without any social or economic considerations. **Fidelity** showed a very high level of integration. This indicated that student nurses value a sense of trustworthiness and honesty in their relationships with their patients in any circumstances. **Veracity**, under the level of integration, discussed the results, which show a very highly integrated. The results show that student nurses are committed to honesty and integrity in every aspect of patient care. And lastly, **Confidentiality** was discussed in the results, which shows a very highly integrated. The student nurses show an eminent belief in holding the privacy of the patient in consideration and confidentiality among the primary ethical principles.

The correlation analysis examining the relationship between the level of knowledge of the seven principles of bioethics and their integration by student nurses revealed a strong and significant connection. This suggests that a high level of knowledge is linked to a greater integration of these principles and vice versa. When a student nurse thoroughly understands autonomy, beneficence, maleficence, justice, fidelity, veracity, and confidentiality, they are more likely to apply this knowledge effectively in their clinical practice, enhancing their competence in addressing clinical dilemmas.

6. Conclusion

This study aimed to determine the level of knowledge and integration of bioethics on student nurses' competence in managing clinical dilemmas. Level II, III, and IV student nurses from Lorma Colleges, College of Nursing showed a high overall level of knowledge on bioethical principles in terms of autonomy, beneficence, nonmaleficence, justice, fidelity, veracity, and confidentiality. They also showed a high overall level when it comes to integrating knowledge on bioethical principles into their clinical duty when managing clinical dilemmas. These findings show that being knowledgeable about bioethical principles and integrating this into the practice is effective in developing ethical competencies. The results reject the null hypothesis, which means that there is a significant relationship between the level of knowledge of student nurses and the integration of bioethical principles on student nurses' competence in managing clinical dilemmas along the principles stated. Although, cases of student nurses being reported to have not followed through the bioethical process especially for the principle confidentiality, shows that even with high levels of knowledge in the field of bioethics a high level of integration into the clinical duty, they are still instances where student nurses forget about the importance of these concepts. The lowest indicators of each principle, although still showing a high level of knowledge, were used as a basis to create a digitalized flipbook. This digital innovation was used to show the areas where student nurses lack and can provide help in overcoming the boundaries in those areas. As such, the digital flipbook can be used as a basis for the nursing curricula to tackle the issues concerning bioethical principles.

7. Acknowledgements

The researchers would like to extend their heartfelt gratitude to those people who've been there since the beginning to help and guide them in completing this research. Their motivation and guidance were the powerforce that pushed them to see through the end despite the countless trials and errors this research has been through.

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researchers could understand and dive deeper into the strengths and weaknesses of their study.

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9. Appendices

Letter to the Chairman of the Research Ethics Committee



COLLEGE OF NURSING
Carlatan, City of San Fernando, La Union

January 08, 2025

Christy E. Javarra
Chairman, Research Ethics Committee
Lorma Colleges
City of San Fernando, La Union

Dear Ma'am,

We, the undersigned, are researchers from BSN II-Joyce Travelbee of Lorma Colleges who will be conducting a study entitled, **"Integrating Bioethics Into Nursing Practice: Enhancing Student Nurses Competence in Handling Clinical Dilemmas"**.

In line with this, the researchers kindly request your approval to proceed with this study. Adhering to ethical standards, the researchers will prioritize the protection of participants' rights and overall well being. Informed consent will be obtained from all participants, with a commitment to maintaining strict confidentiality and anonymity. Additionally, any potential risks to participants will be thoroughly assessed and mitigated. Participants will retain the right to withdraw at any time without repercussions.

We look forward to your favorable response. Thank you for considering this request. May God bless you always.

Sincerely yours,

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Ms. Gabrielle Alyanna Y. Milanes leads a team of passionate researchers alongside their research adviser, Mr. Randy B. Sandoval, in understanding and exploring the level of knowledge and the integration of bioethics principles on student nurses' competence in managing clinical dilemmas. They bring commitment to their research endeavors to provide an analysis of the importance of knowing and being knowledgeable of the different bioethical principles.