



This is a self-archived – parallel-published version of an original article. This version may differ from the original in pagination and typographic details. When using please cite the original.

AUTHOR	Pilar Fuster Linares, Laia Wennberg Capellades, Leandra Martin Delgado, Helena Leino-Kilpi, Andrea Solgajová, Dana Zrubcová, Ľuboslava Pavelová Tomáš Sollár
TITLE	Ethics in Nurse Education
YEAR	2023
VERSION	Publisher's PDF
CITATION	Fuster Linares P. et al (2023) Ethics in Nurse Education. In: Salminen L et al. Empowering future nurse educators. University of Turku, Turku.

Chapter 6: Ethics in Nurse Education

Pilar Fuster Linares, Laia Wennberg Capellades, Leandra Martin Delgado, Helena Leino-Kilpi, Andrea Solgajová, Dana Zrubcová, Ľuboslava Pavelová Tomáš Sollár

INTRODUCTION

The WHO (2016) describes nurse educators' core competencies in domain 6 as: Ethical/legal principles and professionalism, including five further competencies. These competencies (Table 1) specifically define skills, attitudes and knowledge that an educator must develop during their teaching activity and is therefore used as a framework that guides the objectives of this unit

Table 1: Ethical/legal principles and professionalism.

Competency	Learning and teaching domains
Competency 6.1: Promote social justice and the protection of human rights in teaching and learning processes and in the health care environment.	The student* understands the ethical principles of nurse educator work and can work according to them.
Competency 6.2: Promote ethical and legal principles of integrity, academic honesty, flexibility and respect through role modelling.	The student is capable to recognize ethical dilemmas in their work in teaching health care and can find different solutions to those problems.
Competency 6.3: Participate in ongoing professional self-development and support the professional learning of colleagues.	The student can justify the solutions of the ethical problems and recognize the outcomes of different solutions.
Competency 6.4: Facilitate professionalization for learners by creating learners' self-reflection, personal goal setting and socialization within the role of the nurse.	The student can instruct and guide their students in the development in becoming ethically aware health professionals.
Competency 6.5: Maintain a professional record (curriculum vitae and/or portfolio) that demonstrates current nursing and teaching competence.	The student knows how to work ethically in challenging situations and discuss about moral courage.

World Health Organization. (2016). Nurse educator core competencies.

*Student refers to nurse educator in this course

When thinking and discussing ethics in nursing, we often refer to the clinical or research role, neglecting ethics as an aspect in the teaching role. In contrast, the WHO (2016) document, explicitly refers to ethics in domain 6, thus drawing attention to ethical and legal principles in the teaching-learning process.

Nurse educators' knowledge of the ethical principles and their country's professional codes of ethics develops educators' ethical competence and improves their feeling of ethical competence. (Salminen et al., 2013). Based on a focus of recognising different points of views and values that are inherent in a framework of respect and trust, these ethical principles and concepts apply to the educator-student relationships as well as to the nurse-patient relationship.

Further, if we consider the student-educator relationship we can apply most of the ethical principles and concepts that relates to the nurse-patient relationship, recognizing different points of view and values under the framework of respect and trust. Also, taking into account that the student-educator relationship is a relationship between an expert and a novice, students have to be able to trust educators that they will deliver an up-to-date and evidence-based education that is fit for purpose in the nursing profession (Peters, 2015).

However, there is evidence that some nursing students experience inequality (Salminen et al., 2016), injustice and unethical behaviour by their educators over the course of their nursing studies (Salminen et al., 2017). Yet, the personal and professional ethical behaviour of educators is crucial for the development of learning, personal growth, and ethical reasoning of nursing students (Koskinen et al., 2020). Therefore, it is paramount of developing educators ethical competence in their educator education and thus improving their ethical competence.

This study unit aligns ethical competencies to the educator's activity. Consequently, there is no attempt made to delve into the clinical, legal or research aspects of the profession's regulation of different countries. It is however the case that any teaching activity on ethics requires to be contextualised within country's given professional, clinical and legal context.

To illustrate the content of this study unit, we can imagine a clinical skills scenario in a skills laboratory where a patient's privacy during a nursing activity is not protected. Students are asked to identify the issue and apply ethical principles that are safeguarding this patient's care, thus recognising and applying the ethical principles of the profession, human rights and so on. At the same time, educators must be aware of and able to apply these ethical principles of the profession as well as have an awareness of human rights to be able to explain these concepts. In addition, this will also foster the reflection of educators on their own teaching.

This teaching unit provides some tools for future educators, highlighting the importance of reflection on the professional ethics for educators in the context of their country and healthcare organization.

Dimensions of ethical issues in the work of nurse educators

Ethics, as a discipline, reflects on issues of good and bad, right and wrong (Thiroux, 1990). Nursing students learn, for example, about health promotion, the nursing care of individuals, groups and population and so on. Both nursing and education are value-based human actions, requiring ethical competence. Ethical competence includes, for example, knowledge about values, ethical principles, ethical sensitiveness, the ability of sound ethical decision making, and the solving and evaluating of actions (e.g. Poikkeus et al., 2014). The goal of educators is to impart this knowledge for the good of students, patients, educational organisations and society as a whole. Consequently, educators responsibility in this area is multidimensional (Koskinen et al., 2020, Petrovic et al., 2023). The ethical responsibilities of educators are identified in ethical codes (Rosenkoetter & Milstead, 2010; AAE, 2014), the WHO competence requirements (WHO, 2016), and, more generally, in research (e.g. Salminen et al., 2016) and policies of educational institutions. It is important for educators, that these responsibilities are in line with their own values.

Ethical issues of nurse educators relating to students and their education has been examined in many studies (Bijani et al., 2019; Kim & Park, 2019; Martins, et al., 2020). The main ethical issues that were identified in relation to students (Numminen, 2010, WHO, 2016) are: justice (fairness), equality and honesty. Justice, in this context, refers to having the same goals, teaching, supervision, and requirements for all students. Equality is closely linked to justice, the main point being respect for every student as a human being, irrespective of their differences in skills and motivation, and thus not having a favourite student. This is expressed in the following principles:

- all students are equal, have the same human value
- all students have the same educational goals
- all students have the same programme (e.g. equal requirements to same learning areas)
- all students have equal opportunities to select among opportunities
- all students are evaluated based on the same criteria
- all students have equal opportunities to get support from their teacher
- all students are aware of their equal rights.

Students also have the right to honesty from educators (e.g. Klocko, 2014). Honesty consists of an honest evaluation of their work (assignments, tasks, exams etc.) and truth telling. The student has the right to know the truth, make decisions based on this knowledge and rely on the privacy being respected. Consequently, educators need to be mindful of data protection and avoid having any pre-conceptions about a student or students.

Ethical issues of nurse educators relating to educational organisation and work environment are impacted by the leadership and management of an organisation, the relationships between colleagues, and resources needed for high-quality work. Research in

this field is limited (Poikkeus et al., 2014) but it identifies nurse leaders and colleagues as a key role in providing opportunities for nurses to gain ethical competence, and ethics education as a strategy to support ethical competence. The main ethical principles that apply to educational organisations relate to the respect of educators as individual human beings, respect their needs to new knowledge and hence continuing education, as well as the right for well-being. The educators themselves, however, are also responsible collaborators with leaders in achieving these goals/ aims.

Further, collegiality between educators is an important ethical principle (e.g. Padgett, 2015). Issues in this area include the refusal to support each other, envy, withholding information, rude behaviour, speaking behind someone's back, and not showing respect for others. These behaviours are unacceptable and unbecoming for professional educators, as advised in the ethical codes of educators (AAE, 2014). It is important to stress that teachers' education needs to include ethics and needs to be reflected in any evaluative strategies of organisations.

Ethical issues relating to health care organisations can be identified in students' clinical placements, curricula and educators' opportunities to keep their knowledge updated through collaborating with professionals in practice. It is, however, not clear that the issues raised are all of an ethical nature. For example, the competence of graduating nursing students have been criticised (Numminen et al., 2014). This critique does not necessarily relate to different values, but the different emphasis in the realization of values (Numminen et al., 2014). More research is needed in order to explore the ethical issues that are experienced by students in clinical placements (Erdil & Korkmaz, 2009).

Ethical issues relating to society have to do with educators' responsibility to use their expertise in health and care for the benefit of a society. This responsibility has been emphasised, for example, in connection with the professional workforce and the sufficient competence required to meet workforce needs (e.g. Jarosinski et al., 2022, WHO, 2016). A recent study indicates the rather good professional competence of graduating nurses in several European countries (Kajander-Unkuri et al., 2021). Educators' knowledge base and skills are multidimensional, including knowledge about the good and methods to reach it, moral courage to influence, adding ethical sensitivity and competence among professionals and to support solutions for high-level care. These aspects are all important for educators as leaders of ethical discussion as they related to health care in the society.

In summary, nurse educators have an ethical responsibility to make an impact and influence the future, and moral courage to speak out for the good. This responsibility applies on a national, European and global level, and hence emphasising the importance of a systematic ethical education of educators (e.g. Monteverde, 2014).

HOW TO MAKE NURSE EDUCATORS AWARE OF ETHICS IN TEACHING: ETHICS AND MORAL COURAGE IN NURSE EDUCATORS

As was discussed in the previous sections, professional nursing ethics is very evident in the clinical and research roles of nurses and linked to clinical or research decision-making (Barlow et al., 2018; Rainer et al., 2018). As part of this ethical competence, we also have to consider the concept of moral courage (Numminen et al., 2017; Pajakoski et al., 2021). Moral courage is considered as a multidimensional and multilevel concept, but remains an ambiguous concept in the literature. In an earlier concept analysis, seven core attributes were identified: true presence, moral integrity, responsibility, honesty, advocacy, commitment and perseverance, and personal risk. (Numminen et al., 2017)

Nurses are often part of ethics and research committees, and they know the rights of the patient and the code of ethics of the profession. Nurses are aware that they have to follow the ethical code of their nursing profession when providing care to patients and families. Indeed, nursing as a moral practice needs nurses who have the courage to think and act morally in their professional practice (Numminen et al., 2017). At the curricular level in nursing education, nursing students are expected to acquire this ethical competency. Consequently, the ethical and legal concepts that regulate the profession must be addressed, considering the context of a given country, clinical cases, simulations, and theoretical assumptions. Students apply these concepts by identifying potentially conflictive situations and recognizing the ethical and moral concepts that are part of their decision-making in their profession. Moreover, when students are in their clinical placements, they may face important ethical dilemmas they must be prepared for (Albert et al., 2020).

Also, as nurse educators, it's important that we reinforce the importance of whistleblowing. Whistleblowing might be required in nursing education when a student sees poor practice or any ethical concern in the clinical practice as well as in the classroom (Jack et al., 2021). However, these are not the only areas in which nurses must be aware of the moral complexity of their activity. In their teaching role (outside the clinical environment), for example, they may face morally complex situations that make it necessary to address professional ethics and moral courage in this specific role. In all academic situations, nurse educators have an important role helping students to develop the competence and the courage to confront these dilemmas among nursing students. (Albert et al., 2020)

Within the teaching role of nurse educators, it is important to recognize that professional ethics is evident both in the teaching-learning process, as well as in educational research, teaching management and the personal links between teachers-students-community (Ramos & López., 2019). In all these areas there are circumstances and situations where ethical considerations must be taken into account or even in which ethical conflicts have to be addressed. Some of these situations may relate to the preparation of teaching materials (detecting or avoiding plagiarism), as well as assuring fairness in the students' evaluation processes, or protecting the patient when they participate in teaching activities (Lynch et al.,

2017).

How we detect possible conflicts in these situations and how we resolve them is also a necessary part of the training of future nurse educators.

DESCRIPTION OF THE STUDY UNIT “ETHICS AND NURSE EDUCATORS WORK” (ENEW)

To work on the ethics unit, a 5 ECTS unit was developed, with a duration of six weeks with these learning objectives:

- The student understands the ethical principles of nurse educator work and can work according to them.
- The student is capable of recognizing ethical dilemmas in their work in teaching health care and can find different solutions to those problems.
- The student can justify the solutions of the ethical problems and recognize the outcomes of different solutions.
- The student can instruct and guide their students in the development in becoming ethically aware health professionals.
- The student knows how to work ethically in challenging situations and discuss about moral courage.

Based on the literature, we used different methodologies to work on the ethics and moral courage in nurse educators’ education.

METHODOLOGIES TO WORK ON COMPETENCE WITH EDUCATORS

To develop ethical competence in the training of future nurse educators, we must try to use methodologies that not only provide content in ethical concepts, but also help develop critical and reflective thinking, and also provide tools that can be used by educators in their own teaching activity.

The literature suggests that methodologies such as case studies, peer learning, innovative teaching and clinical simulation with special interest in debriefing are some of the methodologies are successful in teaching ethics in nurse education (Cannaerts et al., 2014; Dinkins et al., 2019; Opsahl et al., 2020)

In addition, the use of personal experiences as a facilitator is important for facilitating the understanding of complex concepts through one's own experience and self-reflection, together with the use of active methodologies that must be applied in a safe learning environment where open reflection can be given (Cannaerts et al., 2014).

Based on the literature mentioned above, this study unit has been developed to include the following methodologies:

- Case based learning (CBL)
- Innovative methodologies: reflection through the cinema
- Reflection and discussion in small groups

Case based learning (CBL): This methodology has been shown as an effective and preferable method in ethics education. It equips students with the necessary problem-solving skills (Namadi et al., 2019). The selection of cases and how to resolve them needs to follow an appropriate process that allows for a general ethical reasoning, in addition to incorporating the specific professional context, which in this case is the nursing profession. It is also important that the participants can see themselves reflected in the case and that the resolution of it considers different options thus enhancing creative thinking (Warnick & Silverman, 2011). Following a framework that guides us in the elaboration and resolution of these cases may be useful. In our case, we relied on the framework proposed by Warnick and Silverman (2011) in developing and guiding the analysis of the cases. The cases were designed to identify different actors within the teaching-learning process, to be analyzed from different cultural and institutional perspectives and to facilitate the discussion of different solutions among educators from different countries.

Innovative methodologies: Although ethical dilemmas are frequent in the day-to-day life of a nursing professional, it is often difficult for nursing students to identify situations that are potentially ethical dilemmas since they often lack knowledge of the professional role, lack clinical experience as well as often lack the autonomy to make decisions in the clinical environment among others (Blasco et al., 2015). For this reason, it is important to work on ethical dilemmas through methodologies that facilitate and stimulate reflection, which are based on situations that students can understand and analyse. Several studies have shown that education through films are helpful in improving teaching skills and stimulates the learner's reflection (Blasco et al., 2015; Jerrentrup et al., 2018; Park & Cho, 2021). Films could be considered as "the audio-visual version of storytelling [...] The film experiences act like emotional memories for developing attitudes and keeping them as reflective reference in the daily activities and events" (Blasco et al., 2015). In this study unit, we incorporate the methodology of reflection through film to offer nurse educators the possibility of experiencing the possibilities of this methodology.

Reflection and discussion in small groups: This methodology is widely used in ethics education (Cannaerts et al., 2014). For this methodology to be effective, it is key to draw on topics on which students have knowledge and hence are able to develop some strategies to form an opinion and be able to discuss in a fluid and productive way. Another key aspect is the time that is dedicated to reflection and discussion. Sufficient time is essential to facilitate a good discussion of the topic. At the same time, the time consideration must be mindful that too much time may result in participants losing interest in the discussion on the topic. The last key point to keep in mind is related to creating a safe environment for these group discussions. This requires creating a climate of trust among participants, where everyone has the opportunity to express their opinions without any judgements or consequences for their expressed views (Andersson et al., 2022).

STUDENTS' EXPERIENCES AND PERCEPTIONS

In conclusion of this chapter, we would like to present some student voices after they have participating in this study unit.

On a general level, the participants expressed the views that the methodologies used during this study unit and the content of it, inspired them and helped them to enrich their teaching role.

“Later, as a teacher, I introduced the students – future nurses to the moral, ethical requirements, rules, principles to be followed in the performance of daily nursing activities. Being “here” today in 2022 (I have a satisfactory smile on my face) I am at the end of graduating from the educational module “ethics and nurse educators work” within the Empowering the nurse educators in the changing world (ENEC) – study program. My role as a teacher enriched by the fact that the current, dynamically evolving time demands in the educational process to not only use the classical teaching methods, but also less traditional ones. Those that can inspire and make students to work independently, in finding appropriate solutions to ethical issues and dilemmas in diligence. ”

“Subsequently, as a nurse in clinical practice, I knew about the code of ethics, I respected the four main principles in the provision of nursing care and somehow intuitively solved ethical issues, dilemmas.”

Some participants developed more awareness of the ethical competence required of an educator and concluded that addressing ethical dilemmas that go beyond the clinical setting has given them a different perspective of how to teach ethics in nursing.

REFERENCES

AAE, 2014. Code of ethics for educators. www.aaeteachers.org/index.php/about-us/aae-code-of-ethics.

Albert, J. S., Younas, A., & Sana, S. (2020). Nursing students' ethical dilemmas regarding patient care: An integrative review. *Nurse Education Today*, 88(March), 104389. doi.org/10.1016/j.nedt.2020.104389

Andersson, H., Svensson, A., Frank, C., Rantala, A., Holmberg, M., & Bremer, A. (2022). Ethics education to support ethical competence learning in healthcare: an integrative systematic review. *BMC medical ethics*, 23(1), 29. doi.org/10.1186/s12910-022-00766-z

- Barlow, N. A., Hargreaves, J., & Gillibrand, W. P. (2018). Nurses' contributions to the resolution of ethical dilemmas in practice. *Nursing ethics*, 25(2), 230–242. doi.org/10.1177/0969733017703700
- Bijani, M., Tehranineshat, B., & Torabizadeh, C. (2019). Nurses', nursing students', and nursing instructors' perceptions of professional values: a comparative study. *Nursing ethics*, 26(3), 870–883.
- Blasco, P. G., Moreto, G., Blasco, M. G., Levites, M. R., & Janaudis, M. A. (2015). Education through Movies: Improving teaching skills and fostering reflection among students and teachers. *Journal for Learning through the Arts*, 11(1), n1.
- Cannaerts, N., Gastmans, C., & Dierckx de Casterlé, B. (2014). Contribution of ethics education to the ethical competence of nursing students: educators' and students' perceptions. *Nursing ethics*, 21(8), 861–878 doi.org/10.1177/0969733014523166
- Dinkins, C. S. & Cangelosi, P. R. (2019). Putting Socrates back in Socratic method: Theory-based debriefing in the nursing classroom. *Nursing philosophy : an international journal for health*.
- Erdil F. & Korkmaz F. (2009). Ethical problems observed by student nurses. *Nursing Ethics* 16 (5), 589–598.
- Jack, K., Levett-Jones, T., Ylonen, A., Ion, R., Pich, J., Fulton, R., & Hamshire, C. (2021). "Feel the fear and do it anyway" ... nursing students' experiences of confronting poor practice. *Nurse education in practice*, 56, 103196. doi.org/10.1016/j.nepr.
- Jarosinski J., Seldomridge L., Reid T., & Willey J. (2022). Nurse faculty shortage: Voices of nursing program administrators. *Nurse Educator* 47 (3), 151–155.
- Jerrentrup, A., Mueller, T., Glowalla, U., Herder, M., Henrichs, N., Neubauer, A., & Schaefer, J. R. (2018). Teaching medicine with the help of "Dr. House". *PLoS One*, 13(3), e0193972.
- Kajander-Unkuri, S., Koskinen, S., Brugnolli, A., Cerezuela Torre, M., Elonen, I., Kiele, V., Lehwaldt, D., Löyttyniemi, E., Nemcová, J., Simão de Oliveira, C., Palese, A., Rua, M., Salminen, L., Šateková, L., Stubner, J., Sveinsdóttir, H., Visiers-Jiménez, L., & Leino-Kilpi, H. (2021). The level of competence of graduating nursing students in 10 European countries—Comparison between countries. *Nursing Open* 8(3), 1048–1062
- Klocko, M. N. (2014). Academic dishonesty in schools of nursing: a literature review. *Journal of Nursing Education* 53 (3), 121–125.
- Kim, W. J. & Park, J. H. (2019). The effects of debate-based ethics education on the moral sensitivity and judgment of nursing students: A quasi-experimental study. *Nurse education today*, 83, 104200. doi.org/10.1016/j.nedt.2019.08.018

- Koskinen, C., Koskinen, M., Koivula, M., Korpi, H., Koskimäki, M., Lähteenmäki, M. L., Mikkonen, K., Saaranen, T., Salminen, L., Sjögren, T., Sormunen, M., Wallin, O., & Kääriäinen, M. (2020). Health and social care educators' ethical competence. *Nursing ethics*, 27(4), 1115–1126. doi.org/10.1177/0969733019871678
- Lynch, J., Everett, B., Ramjan, L. M., Callins, R., Glew, P., & Salamonsen, Y. (2017). Plagiarism in nursing education: an integrative review. *Journal of Clinical Nursing*, 26(19-20), 2845–2864.
- Martins, V., Santos, C., & Duarte, I. (2020). Bioethics education and the development of nursing students' moral competence. *Nurse education today*, 95, 104601.
- Monteverde, S. (2016). Caring for tomorrow's workforce: moral resilience and healthcare ethics education. *Nursing Ethics*, 23(1), 104–116. doi: 10.1177/0969733014557140.
- Namadi, F., Hemmati-Maslakpak, M., Moradi, Y., & Ghasemzadeh, N. (2019). The effects of nursing ethics education through case-based learning on moral reasoning among nursing students. *Nursing and Midwifery Studies*, 8(2), 85.
- Numminen, O. (2010). Nursing ethics education in Finland from the perspective of codes of ethics. *Annales Universitatis Turkuensis D 912*. Turun yliopisto
- Numminen, O., Laine, T., Isoaho, H., Hupli, M., Leino-Kilpi, H., & Meretoja, R. (2014). Do educational outcomes correspond with the requirements of nursing practice: educators' and managers' assessments of novice nurses' professional competence. *Scandinavian Journal of Caring Sciences* 28 (4), 812–821.
- Numminen, O., Repo, H., & Leino-Kilpi, H. (2017). Moral courage in nursing: A concept analysis. *Nursing ethics*, 24(8), 878–891. doi.org/10.1177/0969733016634155
- Opsahl, A., Nelson, T., Madeira, J., & Wonder, A. H. (2020). Evidence-Based, Ethical Decision-Making: Using Simulation to Teach the Application of Evidence and Ethics in Practice. *Worldviews on evidence-based nursing*, 17(6), 412–417. doi.org/10.1111/wvn.12465
- Padgett, S. M. (2015). 'Looking like a bad person': vocabulary of motives and narrative analysis in a story of nursing collegiality. *Nursing Inquiry* 22 (3), 221–230.
- Pajakoski, E., Rannikko, S., Leino-Kilpi, H., & Numminen, O. (2021). Moral courage in nursing - An integrative literature review. *Nursing & health sciences*, 23(3), 570–585. doi.org/10.1111/nhs.12805
- Park, H. & Cho, H. (2021). Effects of Nursing Education Using Films on Perception of Nursing, Satisfaction With Major, and Professional Nursing Values. *The journal of nursing research: JNR*, 29(3), e150. doi.org/10.1097/JNR.0000000000000433
- Peters, R. S. (2015). *Ethics and education*. Routledge.
- Petrovic, K., Perry, B., & Walsh, P. (2023). Aligning Nursing Ethics With Critical and Open Pedagogy in Nursing Education: A Literature Review. *Nurse educator* 48 (1), E1–E5.

- Poikkeus, T., Numminen, O., Suhonen, R., & Leino-Kilpi, H. (2014). A Mixed-Method Systematic Review: Support for Ethical Competence of Nurses. *Journal of Advanced Nursing* 70 (2), 256–271.
- Rainer, J., Schneider, J. K., & Lorenz, R. A. (2018). Ethical dilemmas in nursing: An integrative review. *Journal of clinical nursing*, 27(19-20), 3446–3461. doi.org/10.1111/jocn.14542
- Ramos, G. & López, A. (2019). Professional's ethical formation and professional ethics of the professor. *Estudios Pedagógicos*, 45(3), 185–199
- Rosenkoetter, M. & Milstead, J. (2010). A code of ethics for nurse educators: revised. *Nursing Ethics* 17 (1), 137–139.
- Salminen, L., Metsämäki, R., Numminen, O. H., & Leino-Kilpi, H. (2013). Nurse educators and professional ethics--ethical principles and their implementation from nurse educators' perspectives. *Nurse education today*, 33(2), 133–137. doi.org/10.1016/j.nedt.2011.11.013
- Salminen, L., Rinne, J., Stolt, M., & Leino-Kilpi, H. (2017). Fairness and respect in nurse educators' work- nursing students' perceptions. *Nurse education in practice*, 23, 61–66. <https://doi.org/10.1016/j.nepr.2017.02.008>
- Salminen, L., Stolt, M., Metsämäki, R., Rinne, J., Kasen, A., & Leino-Kilpi, H. (2016). Ethical principles in the work of nurse educator-A cross-sectional study. *Nurse education today*, 36, 18–22. <https://doi.org/10.1016/j.nedt.2015.07.001>
- Warnick, B. R. & Silverman, S. K. (2011). A framework for professional ethics courses in teacher education. *Journal of teacher education*, 62(3), 273–285.
- Thiroux, J.P. (1990). *Ethics: theory and practice*. 4. laitos. Macmillan.
- World Health Organization [WHO]. (2016). *Nurse educator core competencies*. Publications of the World Health Organization, www.who.int