Clinical Trial Protocol
Iranian Registry of Clinical Trials

08 Nov 2026

Comparison between impacts of two methods of teaching ethics, lectures and learning based on problem-solving, on students' moral sensitivity and reasoning in Hamadan University of Medical Sciences

Protocol summary

Summary

This research is an intervention study that compares the impacts of two methods of ethics education, lectures and problem-based learning, on moral sensitivity and reasoning of nursing students of Hamedan University of medical science. In this study, fourth-year nursing students (semester seven and eight) based on drawing, are divided into two classes of lecture and problem-based learning (PBL). Then nursing ethics education programs include definitions of ethics, ethics areas of study, importance of ethics in nursing, nursing ethics principles and their definition (autonomy, confidentiality, accountability, etc.), professional ethics, codes of nursing ethics, approaches to ethical decision making and ethical decision-making process are developed. Contents of both education program are the same, except one of them uses PBL and the other uses lecture learning method. First, goals, intervention methods and appraisal procedure are presented. Before beginning the course, both classes are examined using research tools including ethical sensitivity in decision making and ethical reasoning questionnaire “nursing dilemma test”. The only difference between two classes is in ethical scenario solution, which in lecture class is provided by educator and in PBL class by students. The contents provided for two classes are the same. Sampling method is enumeration. The sample size of students of semester 7 and 8 are 41 and 39 respectively.

General information

Acronym

nursing ethics education

IRCT registration information

IRCT registration number: **IRCT2014052417821N1**
Registration date: **2014-11-09, 1393/08/18**
Registration timing: **registered_while_recruiting**
Last update:
Update count: **0**

Registration date

2014-11-09, 1393/08/18

Registrant information

Name

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Name of organization / entity

Hamedan University of Medical Sciences

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Recruitment status

Recruitment complete

Funding source

Hamedan University of Medical Sciences

Expected recruitment start date

2014-01-01, 1392/10/11

Expected recruitment end date

2014-12-30, 1393/10/09

Actual recruitment start date

empty

Actual recruitment end date

empty

Trial completion date

empty

Scientific title

Comparison between impacts of two methods of teaching ethics, lectures and learning based on problem-solving, on students' moral sensitivity and reasoning in Hamadan University of Medical Sciences

Public title

Nursing ethics education impact on the moral sensitivity and reasoning of nursing students

Purpose

Other

Inclusion/Exclusion criteria

Inclusion criteria Student should be in internship period (semester seven and eight); Student should not have passed nursing ethics course; Students must consent (either formally or informally) to participate in sessions. Exclusion criteria: Failure to attend training sessions; Having missed more than one session.

Age

No age limit

Gender

Both

Phase

N/A

Groups that have been masked

No information

Sample size

Target sample size: **66**

Randomization (investigator's opinion)

N/A

Randomization description

Blinding (investigator's opinion)

Not blinded

Blinding description

Placebo

Not used

Assignment

Single

Other design features

Secondary Ids

empty

Ethics committees

1

Ethics committee

Name of ethics committee

Hamedan University of Medical Sciences

Street address

Hamedan- Pajouhesh square- Shahid Fahmideh Boulevard- Hamedan University of Medical Sciences

City

Hamedan

Postal code

65167

Approval date

2014-05-17, 1393/02/27

Ethics committee reference number

16/35/9/706/پ

Health conditions studied

1

Description of health condition studied

Ethics in nursing students

ICD-10 code

Z51

ICD-10 code description

Other medical care

Primary outcomes

1

Description

Nursing students' moral sensitivity- nursing students' moral reasoning

Timepoint

Pre-education- just after education- one month after education

Method of measurement

Standard questionnaire of nursing students' moral sensitivity- questionnaire of moral reasoning in nursing

Secondary outcomes

empty

Intervention groups

1

Description

In this study, senior students of a 4-year nursing program, based on drawing, are divided into two classes of lecture and problem-based learning (PBL). Then nursing ethics education programs include definitions of ethics, ethics areas of study, importance of ethics in nursing, nursing ethics principles and their definition (autonomy, confidentiality, accountability, etc.), professional ethics, codes of nursing ethics, approaches to ethical decision making and ethical decision-making process are developed. Contents of both education program are the same; except in lecture method scenarios (newborn with anomalies, Terminally ill adult, forcing medication, medication error, new nurse orientation, adult's request to die) are solved by the educator; but in PBL class, students solve the problem based on educated steps of mixed nursing process pattern and problem-based learning. Education time for the lecture class was two 4-hour sessions and for PBL class four 2-hour sessions. First, goals, intervention method and appraisal procedure were presented for both classes. Before beginning of the course, Both classes were assessed using research tools including standard moral Sensitivity questionnaire and nursing moral reasoning questionnaire. For PBL class, first, goals and methods of education based on problem-solving were explained and students were divided into groups of 6-7. In first 2 hours of course for both classes, ethics content presented by researcher as lecture. Then, for lecture class, ethical scenarios were presented and solved by researcher. In PBL class, an advisor selected for each group, and the students were asked to solve the scenarios in a week according to following steps: step1: providing the students with copies of scenarios. Step2:

Identifying and understanding the problem and determining ambiguous and unintelligible words. Step3: analyzing and clearly describing the problem and designing methodology questions of the problem (brainstorming). Step4: questions were categorized according to their subjects. Step5: Setting objectives and priorities. Step6: gathering information. Step7: Existing solutions were written based on findings and were rated based on meeting the objectives. At the end of the training sessions, both classes were assessed using post-test and after a month the test was repeated.

Category
N/A

Recruitment centers

1

Recruitment center

Name of recruitment center
Hamedan school of nursing and midwifery

Full name of responsible person
PhD Khudayar Oshvandi

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Hamedan، Pajouhesh square، Shahid Fahmide Boulevard- Hamedan University of Medical Sciences- school of nursing and midwifery

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Sponsors / Funding sources

1

Sponsor

Name of organization / entity
Hamedan University of Medical Sciences Deputy of Research

Full name of responsible person
Said BashirianPhD

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City
hamedan

Grant name

Grant code / Reference number

Is the source of funding the same sponsor organization/entity?
Yes

Title of funding source
Hamedan University of Medical Sciences Deputy of Research

Proportion provided by this source
100

Public or private sector
empty

Domestic or foreign origin
empty

Category of foreign source of funding
empty

Country of origin

Type of organization providing the funding
empty

Person responsible for general inquiries

Contact

Name of organization / entity
Hamadan University of Medical Sciences

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Position
Master of science in nursing education

Other areas of specialty/work

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Sharing plan

Deidentified Individual Participant Data Set (IPD)
empty
Study Protocol
empty
Statistical Analysis Plan
empty
Informed Consent Form
empty
Clinical Study Report
empty
Analytic Code
empty
Data Dictionary
empty