REVIEW ARTICLE

Integrating Clinical Fiqh into Nursing Education: A Scoping Review on Student Satisfaction and Ethical Nursing Practice.

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Abstract
Introduction: Integrating Clinical Fiqh into nursing education is a novel approach that aligns nursing practice with Islamic ethical and legal principles. However, student satisfaction with this curriculum remains unexplored, particularly in the context of preparing culturally competent nurses. This scoping review examines the available literature on integrating Clinical Fiqh in nursing education and evaluates student satisfaction with its inclusion. **Objective:** This scoping review aims to explore nursing students' satisfaction with the integration of Clinical Fiqh in their curriculum and identify the influencing factors that impact their learning experiences. It seeks to assess how this integration contributes to professional and ethical competencies in nursing practice. **Methodology:** A systematic search was conducted using Scopus, SpringerLink, and PubMed databases to identify relevant studies published between 2019 and 2024. The review followed the PRISMA framework, applying inclusion criteria such as peer-reviewed articles in English and studies focusing on Islamic ethics in healthcare education. The Joanna Briggs Institute (JBI) Critical Appraisal Tool was used to evaluate the validity and reliability of selected studies. **Results:** The findings highlight limited literature on Clinical Fiqh integration in nursing curricula. Preliminary evidence suggests that students value its inclusion for fostering ethical decision-making, cultural competency, and patient-centred care. However, challenges such as teaching methods, faculty expertise, availability of learning resources, and clinical practice integration influence overall satisfaction levels. The review also identifies gaps in research regarding the long-term impact of Clinical Fiqh education on nursing practice. **Conclusion:** This review underscores the significance of incorporating Clinical Fiqh in nursing education to enhance ethical and culturally sensitive care. The findings contribute to the ongoing discourse on religious ethics in healthcare and provide insights for improving curriculum design. Future studies should explore longitudinal impacts and comparative assessments across institutions to strengthen evidence-based recommendations for Islamic nursing education.

Keywords: *Clinical Fiqh, cultural competence, curriculum integration, Islamic ethics, nursing education, student satisfaction.*

Introduction

Nursing education plays a crucial role in shaping competent and ethical healthcare professionals. The integration of cultural and religious perspectives in nursing curricula is essential, particularly in multicultural and Muslim-majority societies where religious beliefs influence healthcare decisions. Clinical Fiqh, an emerging discipline within Islamic medical ethics, provides nursing students with a framework for ethical decision-making in alignment with Shariah principles. It encompasses Islamic jurisprudential guidelines on healthcare practices, including patient care, bioethics, and end-of-life issues [1]. Including Clinical Fiqh in nursing education will enhance students' ability to deliver culturally competent and ethically sound care, ensuring alignment with Islamic principles while maintaining professional standards [2]. However, the impact of this integration on nursing students' learning experiences and satisfaction remains underexplored.

Student satisfaction is a key indicator of curriculum effectiveness, influencing learning outcomes, engagement, and motivation. A well-integrated nursing curriculum must align with students' expectations, professional competencies, and the realities of clinical practice [3]. Previous studies highlight the importance of incorporating ethical and religious perspectives to improve patient care outcomes [4]. However, research focusing on Clinical Fiqh in nursing education is limited, with most literature addressing broader Islamic bioethics in healthcare [5]. Assessing nursing students' satisfaction with this integration is crucial for evaluating its effectiveness, identifying potential challenges, and refining the curriculum to support their academic and professional development [6].

This scoping review explores nursing students' satisfaction with integrating Clinical Fiqh into their curriculum and identifies the key factors influencing their perceptions. By systematically reviewing existing literature, this study seeks to bridge the knowledge gap in Islamic nursing education and contribute to curriculum development strategies that enhance student engagement and competency in culturally responsive care. The findings will provide insights into the benefits and limitations of Clinical Fiqh integration and offer recommendations for its optimisation in nursing education [7].

Materials and methods

This scoping review followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to ensure a structured and comprehensive review of existing literature [8]. The search strategy was designed to identify relevant studies examining nursing students' satisfaction with the integration of Clinical Fiqh in their curriculum. Three major electronic databases—Scopus, SpringerLink, and PubMed—were systematically searched. A combination of keywords was used, including "(nursing students OR undergraduate nursing students OR nurse trainee OR student nurse) AND (satisfaction OR fulfilment OR enjoyment OR contentment) AND (clinical fiqh OR Islamic jurisprudence OR Islamic law OR Islamic ethics OR Shariah-compliant healthcare) AND (curriculum OR syllabus OR academic framework OR study plan OR educational program)." Boolean operators (AND, OR) were applied to refine the search results. The initial search yielded 128,399 articles. After removing duplicates and non-relevant studies, 121,960 articles remained. Further screening of abstracts and applying inclusion criteria—such as full-text availability, peer-reviewed status, English language, and a publication date between 2019 and 2024—narrowed the selection to 1,201 articles. A final round of screening resulted in 23 articles being included for comprehensive review. These selected articles helped identify key themes and issues related to nursing students' satisfaction with integrating Clinical Fiqh into nursing curricula.

The inclusion criteria for this review were full-text availability, peer-reviewed status, and studies published between 2019 and 2024 in

English. The selected studies had to focus on nursing students' satisfaction with integrating Clinical Fiqh or Islamic ethics in nursing curricula. Studies that were not fully accessible or did not specifically address Clinical Fiqh in nursing education were excluded. The study selection process adhered to the PRISMA flowchart, consisting of four phases: identification, screening, eligibility, and inclusion. The selected studies were critically appraised using the Joanna Briggs Institute (JBI) Critical Appraisal Checklist to assess methodological quality and reliability.

A standardised data extraction form was used to collect information on author details, year of publication, study design, sample size, research setting, key findings, and study limitations. Thematic analysis identified recurring patterns in nursing students' perspectives on Clinical Fiqh integration, focusing on teaching methodologies, faculty expertise, learning resources, institutional support, and practical applications in clinical settings. The SPIDER framework was applied to guide the study selection process, as outlined in Table 1.

Descriptive statistics, including frequencies and percentages, were used to summarise relevant quantitative data. Thematic synthesis was applied to qualitative findings, ensuring a structured analysis of key themes emerging from the review. Investigator triangulation was employed, with multiple reviewers independently screening and analysing selected articles. Any discrepancies in study selection or data extraction were resolved through discussion. Ethical considerations were maintained throughout the research process, as only publicly available data were used, and no human participants were involved.

Results

This scoping review identified 23 studies that examined nursing students' satisfaction with integrating Clinical Fiqh into their curriculum. The studies varied in research design, including qualitative interviews, cross-sectional questionnaire-based surveys, and mixed-methods approaches. The thematic analysis revealed key areas influencing student satisfaction, including teaching methodologies, faculty expertise, availability of learning resources, cultural and institutional support, and clinical practice integration. The selected studies were conducted in different academic and clinical settings, primarily in Muslim-majority countries, with sample sizes ranging from small focus groups to more extensive surveys of nursing students.

Impact of teaching methodologies and faculty expertise
Teaching methodologies played a significant role in determining students' engagement with the Clinical Fiqh curriculum. Studies suggested active learning approaches, such as case-based discussions, role-playing, and problem-based learning, were more effective in fostering critical thinking and ethical decision-making than traditional lecture-based instruction [11,12]. Nursing students were more satisfied when instructors demonstrated Islamic jurisprudential knowledge and practical clinical experience [2,6,13]. Some studies indicated that when Clinical Fiqh was taught using real-life clinical scenarios, students developed a deeper appreciation for its relevance to nursing practice [5,6]. However, challenges emerged in institutions where faculty members lacked expertise in nursing and Islamic jurisprudence, leading to variations in content delivery and student engagement [4,10,13].

Availability of learning resources and institutional support
The availability of learning resources was another determinant of student satisfaction. Studies indicated that access to well-structured textbooks, case studies, and online materials improved students' comprehension of Clinical Fiqh concepts [2,6,13]. Some institutions provided digital platforms and e-learning modules facilitating self-directed learning, enhancing students' ability to apply theoretical concepts in

practice [5,11,12]. However, several studies highlighted the lack of standardised reference materials, leading to inconsistent content delivery across different institutions [2,6,10]. Institutional support also influenced students' experiences, with universities that embedded Clinical Fiqh within a well-defined academic framework reporting higher student engagement and satisfaction levels [6,13,14]. Integrating Clinical Fiqh into university-wide courses on Islamic ethics and professionalism enhanced students' interdisciplinary understanding of ethical nursing practice [1,4,15].

Clinical practice integration and application of clinical Fiqh

Clinical practice integration was a key theme across the reviewed studies. Nursing students who had the opportunity to apply Clinical Fiqh principles during their clinical rotations demonstrated increased confidence in handling ethically sensitive situations, such as patient modesty, end-of-life care, and religious accommodations in healthcare settings [2,5,6,13]. Some students reported that their knowledge of Islamic medical ethics helped them navigate complex patient care scenarios, mainly when working with Muslim patients who required religiously sensitive interventions [1,4,14,15]. However, studies noted that some clinical placements lacked structured guidance on implementing Clinical Fiqh principles, resulting in inconsistencies in how students applied their theoretical knowledge in real-world nursing scenarios [6,10,13]. The findings from this review emphasise the need for refining curriculum strategies, enhancing faculty training, and improving resource availability to ensure effective Clinical Fiqh integration in nursing education [2,5,6,13].

Discussion

Integrating Clinical Fiqh into nursing education enhances ethical and culturally competent nursing practice. This scoping review found that nursing students expressed satisfaction with including Clinical Fiqh in their curriculum, particularly in how it prepared them to navigate religious and ethical dilemmas in healthcare settings. Similar findings have been reported in studies on Islamic medical ethics, where healthcare professionals equipped with Islamic jurisprudential knowledge demonstrated improved ethical decision-making and culturally sensitive patient care [1,9,10]. However, the review also identified challenges, including variations in teaching methodologies, faculty expertise, and the availability of structured learning resources, influencing students' overall satisfaction with the subject. Addressing these issues is crucial to optimising the integration of Clinical Fiqh into nursing education and ensuring its effectiveness in preparing future nurses for diverse clinical environments.

The teaching methodology used to deliver Clinical Fiqh content was a key factor influencing student satisfaction. Studies in this review indicated that interactive and case-based teaching approaches were more effective than traditional lecture-based methods. This aligns with existing nursing education literature, emphasising the importance of active learning strategies in improving student engagement and knowledge retention [3,11,12]. Problem-based learning, role-playing, and real-life clinical case discussions enhanced students' ability to apply Clinical Fiqh principles in practice. However, in institutions where faculty members lacked expertise in Islamic jurisprudence and nursing, students experienced inconsistent content delivery. Previous studies have highlighted the importance of faculty training in Islamic ethics and clinical education to bridge this gap [4,13,14]. Strengthening faculty competencies through professional development programs and interdisciplinary collaboration between Islamic scholars and nursing educators may enhance the effectiveness of Clinical Fiqh instruction.

The availability of structured learning resources was another determinant of student satisfaction. This review found that students

accessing well-structured textbooks, case studies, and digital learning materials reported a better understanding of Clinical Fiqh principles. Similar findings have been reported in studies on Islamic bioethics, where access to comprehensive educational resources was associated with improved student engagement and competency in applying ethical principles in healthcare [5,15]. However, a lack of standardised reference materials across institutions led to inconsistencies in content delivery. This gap suggests the need to develop a unified Clinical Fiqh curriculum that incorporates standardised textbooks, e-learning platforms, and case-based modules to ensure consistency in instruction across nursing programs. Institutions should consider incorporating Clinical Fiqh topics into broader courses on professional ethics and cultural competence to reinforce students' interdisciplinary understanding of ethical nursing practice.

Clinical practice integration was one of the most significant themes identified in this review. Nursing students who had opportunities to apply Clinical Fiqh principles during their clinical placements demonstrated increased confidence in addressing religiously sensitive patient care situations, such as maintaining patient modesty, addressing end-of-life concerns, and accommodating religious practices in healthcare settings. These findings are consistent with research on cultural competence in nursing education, which suggests that real-world application of ethical principles enhances students' preparedness for professional practice [6,16]. However, some clinical settings lacked structured guidance on how students should apply Clinical Fiqh principles, leading to inconsistencies in practice. This highlights the need for nursing institutions to collaborate with healthcare facilities in developing structured guidelines for integrating Clinical Fiqh principles into clinical training. Simulation-based training, mentorship programs, and clinical case discussions can effectively reinforce students'

application of Clinical Fiqh in real-world settings [7,17,18,19].

This review highlights the benefits and challenges of integrating Clinical Fiqh into nursing curricula. While students generally recognise its value in preparing them for ethically and culturally competent nursing practice, inconsistencies in teaching methodologies, faculty expertise, and resource availability must be addressed to maximise its impact [20]. Strengthening faculty training, developing standardised educational resources, and enhancing clinical practice integration can improve the effectiveness of Clinical Fiqh instruction in nursing education. Future research should explore longitudinal outcomes to assess the long-term impact of Clinical Fiqh training on nursing graduates' ethical decision-making and professional practice in diverse healthcare settings.

Conclusion

Integrating Clinical Fiqh into nursing education represents a significant step toward developing ethically grounded and culturally competent healthcare professionals. This scoping review found that nursing students generally appreciate the inclusion of Clinical Fiqh in their curriculum, as it enhances their understanding of Islamic ethics and provides practical guidelines for addressing religious and ethical challenges in healthcare settings. However, the effectiveness of this integration depends on various factors, including teaching methodologies, faculty expertise, the availability of structured learning resources, and opportunities for clinical application. Addressing these factors ensures that Clinical Fiqh contributes meaningfully to nursing students' professional development and preparedness for real-world practice.

Despite the positive reception of Clinical Fiqh in nursing education, this review highlights the need for further improvements in curriculum design and implementation. The inconsistencies in teaching methods, faculty training, and access to standardised learning materials suggest a more

structured and unified approach is necessary. Institutions should consider incorporating interactive teaching strategies, strengthening faculty development programs, and providing well-defined educational resources to enhance students' learning experiences. Furthermore, improving clinical practice integration through structured guidelines, mentorship programs, and simulation-based training can help bridge the gap between theoretical knowledge and real-world application. These steps will ensure that nursing students are adequately prepared to navigate ethical dilemmas in diverse clinical settings while upholding Islamic values in their practice.

Future research should explore the long-term impact of Clinical Fiqh education on nursing graduates' professional competency and ethical decision-making. Longitudinal studies examining how Clinical Fiqh training influences nursing practice in various healthcare environments would provide valuable insights for refining the curriculum. Comparative studies across different institutions could also help identify best practices for effective integration. By addressing the gaps identified in this review, nursing educators and policymakers can strengthen the role of Clinical Fiqh in shaping a new generation of healthcare professionals who are clinically proficient and ethically and culturally competent in providing holistic patient care.

Implications for nursing practice

Integrating Clinical Fiqh in nursing education enhances culturally competent care by equipping nurses with the knowledge to navigate religious and ethical considerations in clinical practice. It enables nurses to provide holistic, patient-centred care that respects Islamic principles, particularly in healthcare settings, patient modesty, end-of-life care, and religious accommodations. This integration also strengthens ethical decision-making by guiding nurses in addressing moral dilemmas related to informed consent, life-sustaining treatments, and biomedical ethics from an Islamic perspective. Additionally, Clinical Fiqh fosters professionalism and sensitivity in nurse-patient interactions, improving trust and communication with Muslim patients and families. By incorporating these principles, nursing practice aligns more effectively with the values and beliefs of diverse patient populations, ultimately improving patient satisfaction and healthcare outcomes.

Authors' Contributions
NJ conceptualised the study, led the literature search, and contributed to the drafting of the manuscript. MFMI was responsible for the methodological framework, data extraction, and critical review of the manuscript. SZS contributed to data analysis, interpretation of the findings, and editing of the final manuscript. All authors reviewed and approved the final version of the manuscript.

Table 1. SPIDER Framework for Study Selection

| SPIDER	Initial Terms
Sample	Nursing students
Phenomenon of Interest	The satisfaction levels of nursing students with the nursing curriculum or subject
Design	Qualitative interviews and questionnaire-based studies
Evaluation	Subjective assessments of advantages, challenges, and overall satisfaction with Clinical Fiqh
Research Type	Qualitative and quantitative studies
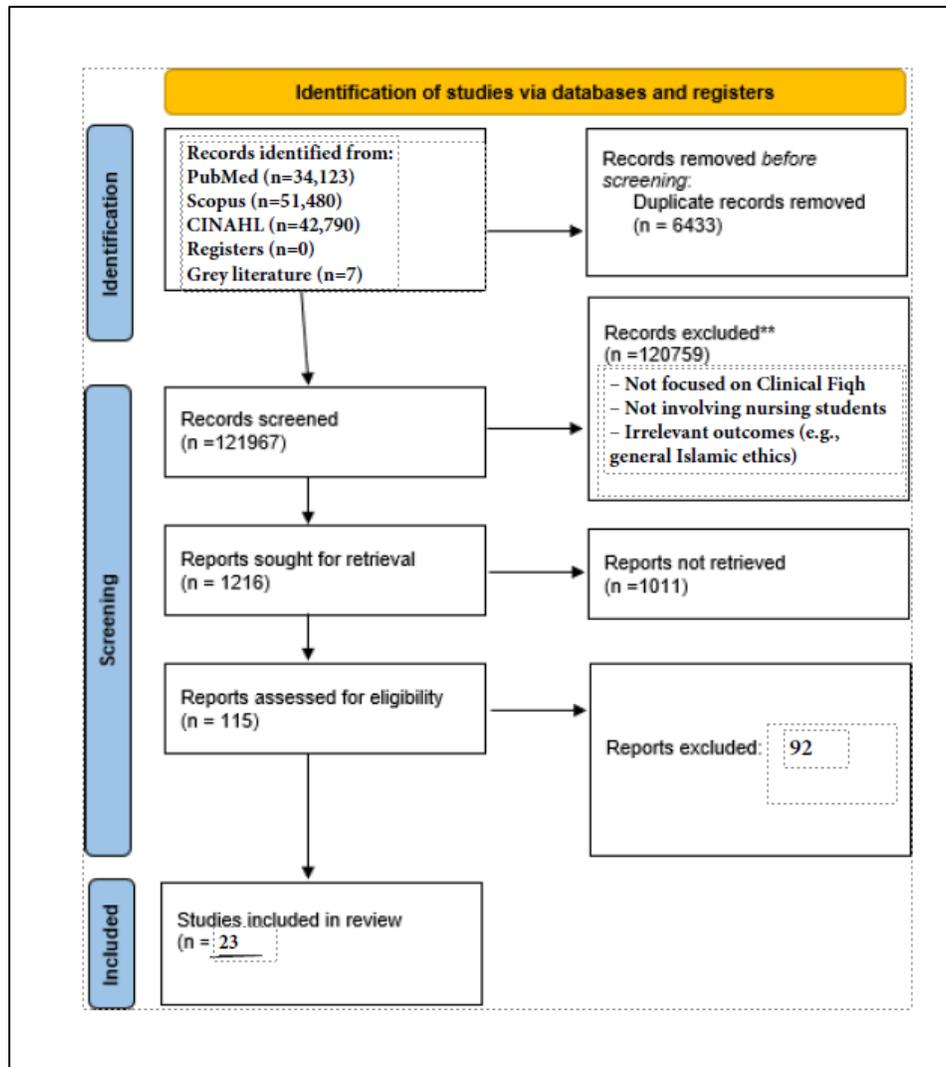
Figure 1. PRISMA flow table

Table 2. Summary of Literature Review

Title, Author, Year	Research Method	Objective	Variables & Analysis	Participants	Findings	Limitations
1.Ratings of performance in multisource feedback: comparing performance theories of residents and nurses. Tariq, M., et al. (2022)	Qualitative research	Explore performance theories of assessors when evaluating residents	DV: Performance assessment of residents, IV: Performance theories, Inductive thematic analysis	14 nurses & 15 residents, varying experience & roles	7 key themes on performance theories with overlaps and differences	Single-center study, limited perspectives, only residents & nurses assessed
2. A meta-analysis of nursing students' knowledge and attitudes about end-of-life care. Wang, W., et al. (2022)	Meta-analysis	Synthesise nursing students' knowledge and attitudes about end-of-life care	DV: Knowledge and attitudes, IV: Demographics, gender, academic year, AHRQ appraisal	9749 nursing students across 26 studies from 13 countries	Insufficient knowledge on end-of-life care, positive attitudes noted	Cross-sectional design, convenience sampling, lack of grey literature
3. Competencies expected of undergraduate nursing students: A scoping review. Purabdollah, M., et al. (2023)	Scoping review	Identify core competencies for undergraduate nursing students	DV: Nursing core competencies, IV: Population, Summative content analysis	43 studies selected from 15,875 articles	5 core themes: individualised care, nursing process, administration, readiness, professional development	Exclusion of non-English articles, cultural contextualisation needed
4. Setting agenda for medical education research in Pakistan. Ali, S., & Sethi, A. (2021)	Mixed-method study	Identify research priorities in medical education in Pakistan	DV: MER priority areas, IV: Demographics, Thematic analysis & SPSS	140 faculty, students, policymakers	20 research priorities in 8 themes; top 3: faculty development, assessment, communication	Purposive sample, regional imbalance in representation
5. Missed nursing care among nursing students: A scoping review. Abawaji, M. A., et al. (2024)	Scoping review	Explore nursing students' perspectives on missed care during clinical placements	Not stated, Thematic content analysis	9 studies from 7 countries	Themes: negligence of patient rights, teamwork issues, leadership inefficiencies	Limited to English studies, possible language bias, non-generalizable
6. Intercultural readiness of nursing students:	Integrative review method	Synthesise research on cultural	DV: Readiness of nursing students, IV: Educational	14 studies screened from	Themes: Increasing knowledge	Selection bias, limited range of

		competence educational interventions	interventions, Thematic analysis	624 research articles	and commitment to culturally competent care	interventions reviewed
An integrative review of evidence examining cultural competence educational interventions. O'Brien, E., et al. (2021)						
7. Predictors of nursing student satisfaction as a key quality indicator of tertiary students' education experience: An integrative review. Cant, R., et al. (2023)	Integrative review method	Explore and report elements affecting nursing student satisfaction	Not stated, Statistical analysis of student satisfaction surveys	22 studies, primarily quasi-experimental	Five dimensions of student satisfaction: Faculty, learning environment, curriculum, social interaction, development	Small sample sizes, potential bias in measurement tools
8. Peer Teaching Strategy and Its Effect on Self-efficacy, Collaborative Behavior, and Performance of Nursing Students at Nursing College, King Khalid University. Alqarni, A. S., et al. (2023)	Quasi-experimental design	Assess effect of peer teaching on self-efficacy, collaboration, and performance	DV: Peer teaching strategy, IV: Self-efficacy, collaboration, performance, Various assessment tools	36 fourth-year nursing students	Peer teaching improved students' self-efficacy and collaboration	Small sample size, limited generalizability
9. Exploring the formal assessment discussions in clinical nursing education: an observational study. Aase, I., et al. (2022)	Exploratory qualitative study	Explore characteristics of formal assessment discussions in clinical education	DV: Formal assessment discussions, IV: Clinical education setting, Thematic analysis	12 nursing students, 12 RN mentors, five nurse educators	Themes: Variability in structuring, constrained feedback dialogue, and limited assessment criteria	Researchers' background may have influenced analysis
10. Clinical preceptorship in Ghana in the era of COVID-19 pandemic: an interventional study. Enyan, N., et al. (2022)	Mixed methods with non-randomized interventional study	Investigate nurse preceptors' perceptions of digital technology use in preceptorship	DV: Nurse preceptors' perceptions, IV: Factors influencing use of digital tools, Statistical analysis & thematic approach	45 nurse preceptors with min. 3 years of experience	Perceived usefulness of technology increased post-intervention; self-efficacy improved	Small sample size, limited to one region in Ghana

11. Intercultural readiness of nursing students: An integrative review. O'Brien, E., et al. (2021)	Integrative review	Review educational interventions for cultural competence in nursing	DV: Cultural competence, IV: Educational interventions, Thematic analysis	14 studies screened from 624 articles	Themes: Increasing cultural competence, confidence, and commitment	Selection bias, limited range of interventions reviewed
12. Predictors of nursing student satisfaction: An integrative review. Cant, R., et al. (2023)	Integrative review	Explore factors influencing nursing student satisfaction	Not stated, Statistical analysis of surveys	22 studies, primarily quasi-experimental	Factors: Service quality, faculty, learning environment, curriculum, social interaction	Small sample sizes, potential bias in measurement tools
13. Peer Teaching Strategy and Its Effect on Nursing Students. Alqarni, A. S., et al. (2023)	Quasi-experimental	Examine the impact of peer teaching on student learning outcomes	DV: Peer teaching, IV: Self-efficacy, collaboration, performance, Various assessment tools	36 fourth-year nursing students	Peer teaching improved students' self-efficacy and collaborative behavior	Small sample size, limited generalizability
14. Exploring formal assessment discussions in clinical nursing education. Aase, I., et al. (2022)	Exploratory qualitative study	Investigate formal assessment discussions in clinical education	DV: Assessment discussions, IV: Clinical education, Thematic analysis	12 nursing students, 12 RN mentors, five nurse educators	Themes: Variability in structuring, constrained dialogue, limited assessment criteria	Researchers' background may have influenced analysis
15. Clinical preceptorship in Ghana during COVID-19: An interventional study. Enyan, N., et al. (2022)	Mixed methods, non-randomized intervention	Assess nurse preceptors' perceptions of digital technology use	DV: Nurse preceptors' perceptions, IV: Digital technology, Statistical & thematic analysis	45 nurse preceptors with min. 3 years of experience	Preceptors' confidence in using digital tools improved significantly post-training	Small sample size, limited to one region in Ghana
16. Preceptors' and nursing students' experiences with peer learning. Jassim, T., et al. (2022)	Qualitative study	Explore experiences with peer learning in primary healthcare	DV: Experiences of preceptors and students, IV: Peer learning strategy, Content analysis	7 preceptors, 10 nursing students	Peer learning stimulated professional identity, but the learning environment had challenges.	Physical constraints in the learning environment affected peer learning.

17. A unique lens: What nurses assess about residents. Dunbar, K., et al. (2022)	Qualitative study	Identify behaviors that nurses are best positioned to assess in residents	DV: Understanding of resident behaviors, IV: Nurses' and residents' perspectives, Thematic analysis	5 focus groups with 20 residents & 17 nurses	Nurses assess interprofessional collaboration, communication, and patient advocacy.	Single hospital setting, limited generalizability
18. Islamic Jurisprudence on Harm in Medical Confidentiality. Muhsin S. M. (2023)	Not stated	Analyse conflicts in medical confidentiality from an Islamic perspective	DV: Confidentiality conflicts, IV: Islamic ethical principles, Not stated	Not stated	Islamic law supports confidentiality but allows breaches for significant harm prevention.	Not stated
19. Perception of Islamic Nursing Ethics among Nurses in Pahang, Malaysia. Ismail, M. F. M., et al. (2022)	Quantitative study	Examine nurses' perceptions of Islamic nursing ethics in Malaysia	DV: Perception of Islamic nursing ethics, IV: Demographics & competency, Questionnaire	118 registered nurses from two hospitals in Pahang	Nurses reported moderate knowledge of Islamic nursing ethics; ethical dilemmas occur frequently	Not stated
20. Effectiveness of Islamic Input in Medical Practice (IIMP). Musa, R., et al. (2022)	Prospective cohort study	Evaluate IIMP's effect on knowledge, attitude, and practice among medical students	DV: Effectiveness of IIMP, IV: Demographics, Paired t-test analysis	102 IIUM medical students	IIMP significantly improved knowledge, attitude, and practice in students	Small sample size, only 72% response rate
21. Integration of Islamic Values in Nursing Program. Nurumal, M.S., et al. (2019)	Expository analysis	Discuss the role of Islamic values in nursing education	DV: Impact of Islamic values, IV: Nursing program, Not stated	Not stated	Islamic values in nursing education improve professionalism and ethical conduct.	Not stated
22. Ethical Reasoning and Professional Values among Nursing Students. Hajilo, P., et al. (2021)	Cross-sectional study	Investigate ethical reasoning and professional values among nursing students	DV: Ethical reasoning & professional values, IV: Demographics, Questionnaire	125 final-year nursing students	No significant relationship between ethical reasoning and professional values	Not stated

23. Undergraduate nursing student satisfaction in Namibia. Tomas, N. & Muronga, H. (2022)	Cross-sectional survey	Assess student satisfaction with a nursing program in Namibia	DV: Student satisfaction, IV: Socio-demographics, support, services, Logistic regression	147 undergraduate nursing students	Most students were satisfied with faculty & curriculum, but dissatisfied with access to services.	Limited investigation of transport & accommodation services

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