Understanding nursing ethics principles is crucial for nurses as they navigate complex healthcare settings. Yet, there is little in the literature regarding efficacious methods to teach ethics principles, either to licensed nurses or to undergraduate pre-licensed nursing students. This study, conducted at three sites, endeavored to ascertain whether undergraduate nursing students’ active engagement in a simulation of an ethics consultation would result in an increase in comprehension of nursing ethics principles as compared to students who were taught the principles through lectures. Scores on an identical pre-test/post-test that focused on provisions one through three of the American Nurses Association Code of Ethics (“Code”) were the basis of analysis. Approved by Institutional Review Boards at three sites, the study was conducted over a four-week period. Students were recruited, provided informed consent, and were randomized into control or experimental groups (N=154). All students viewed the same presentation describing the three Code provisions, and then took a ten-question pre-test. Next, the experimental group members engaged in an ethics consultation simulation. Subsequently, all students took the post-test. Though the experimental and control groups scores as a whole did not demonstrate significant difference from pre- to post-test (p = .13), a significant increase in experimental group scores on three of ten pre-test/post-test questions was noted. There was a significant improvement in both groups’ scores from pre-test to post-test (p = .002). Ethics consultation simulation as a tool to facilitate comprehension of ethics principles warrants further study.