COLLEGE OF NEW CALEDONIA

COURSE DESCRIPTION

NAME & NUMBER OF COURSE Nursing 251-3

DESCRIPTIVE TITLE Professional, Ethical and Moral Issues in Nursing

DATE SUBMITTED February 1983 IS THIS A REVISION YES ___ NO ✓

PREPARED BY G. Sinclair

DIVISION Health Sciences

SEMESTER HOURS CREDIT: 3

HOURS PER WEEK: LECTURE 3  LABORATORY ___  STUDENT DIRECTED ___  LEARNING FIELD EXPERIENCE ___

TOTAL # OF WEEKS 15  TOTAL HOURS OF INSTRUCTION 45

COURSE TO BE OFFERED:

FALL SEMESTER  GENERAL SPRING SEMESTER ___  SUMMER SEMESTER ___  & ACCESS (ACCESS STUDENTS ARE LICENSED PRACTICAL NURSES ENROLLED IN DIPLOMA PROGRAM (RN))

PREREQUISITES (IF ANY): ____________________________

CORREQUISITES (IF ANY): ____________________________

SEQUENTIAL COURSES (IF ANY): ____________________________

CALENDAR DESCRIPTION: The course is designed to focus on ethical problems and dilemmas that nurses may experience as they carry out their roles and responsibilities as health professionals. Hypothetical problems dealing with ethical issues in intrapersonal and interpersonal relationships, life and death issues, and individual rights and choices will provide a framework for the development of a sound theoretical base and a philosophical approach for critical analysis of such ethical problems and the development of strategies for addressing them.
PROFESSIONAL, MORAL AND ETHICAL ISSUES IN NURSING

Objectives

1. To identify human rights and their relationship to the quality of health care received by individuals.

2. Develop a theoretical base and framework to enable critical analysis of possible ethical dilemmas.

3. To identify the rights and responsibilities of a nurse as a health team professional.

4. To develop strategies through the critical analysis of case studies for addressing possible ethical dilemmas.


Method of Evaluation

Unit I Rights and Responsibilities of Individuals.
   a written assignment. A brief analysis of a situation.

   This will be worth 20 % of the total mark.

Unit II Approaches to ethical problems.
   a take-home examination which will require that a situation be analysed by the model presented in class.

   This will be worth 20 % of the total mark.

Unit III Rights and responsibilities of nurses as health professionals.
   a short paper (approximately 750-1000 words) written on a topic selected from a list provided.

   This will be worth 30 % of the total mark.

Unit IV Ethical dilemmas and approaches.
   a group presentation on a topic selected from a list provided.

   This will be worth 30 % of the total mark.
### Objectives
1. To identify human rights and their relationship to the quality of health care received by individuals

### Outline
1. Rights and Responsibilities of Individuals
   1.0 - Introductory Concepts and Principles
   1.1 - Human Rights Defined
   1.2 - Human Rights and the Law
   1.3 - Rights and Duties
   1.4 - Right to Health Care
   1.5 - Patient’s Rights

### Learning Resources / References
Required Reading: Curtin & Flaherty, *Nursing Ethics Theories & Pragmatics*
- Chap. 1 - What are Human Rights pp. 3-16
- Chap. 2 - The Commitment of Right: Responsibility: pp 17-24
- Chap. 3 - Is Health Care a Right pp. 25-34

Additional Reading - if desired.
1. BC’s Code of Human Rights
2. Canada Health Act (proposed federal legislation)
3. Medical Care Act (1966)
4. Health Insurance Act 1957
6. Behldorff, J. “Personalized Care Assures Patient’s Rights”, *Dimensions in Health Services* 52 (July 75) pp. 36-39
8. Quinn, Nancy, “The Patient’s Bill of Rights”. *Nursing Outlook* 22 (Apr 74) pp. 240-244
9. Rozovsky, Lorne, “A Canadian Patient’s Bill of Rights”, *Dimensions in Health Services* 51 (Dec 74), pp. 8-10
# Nursing Ethics

## Objectives

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<th>Objectives</th>
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<tr>
<td>2. Develop a theoretical base and framework to enable critical analysis of possible ethical dilemmas</td>
<td>2. <strong>Approaches to Ethical Problems</strong></td>
<td>Required Reading: Curtin &amp; Flaherty, <em>Nursing Ethics Theories &amp; Pragmatics</em> Chap. 4 - Human Problems: Human Beings pp. 37-42</td>
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<td>2.1 - Ethics Defined</td>
<td>Chap. 5 - Conscience Right and Wrong pp. 43-56</td>
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<td>2.1a - Factors Affecting Ethical Decision Making</td>
<td>Chap. 6 - No Rush to Judgement pp. 57-63</td>
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<td>2.2 - Characteristics of an Ethical Problem</td>
<td>Additional Reading - if desired.</td>
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<td>2.3 - Non-Normative Theories</td>
<td>1. Andrew &amp; Hutchinson, “Teaching Nursing Ethics, a Practical Approach” <em>Journal of Nursing Education</em> Jan 18 Vol 20 No 1 pp 6-11</td>
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<td>2.4 - Normative Theories</td>
<td>2. Aroskar, Mila A. “Anatomy of an Ethical Dilemma: The Theory”, <em>A.J.N.</em> Apr 80 pp 658-660</td>
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### 9-5

**Nursing Ethics**

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<tr>
<td>3. To identify the rights and responsibilities of a nurse as a health team professional</td>
<td>3. Rights and Responsibilities of Nurses as Health Professionals</td>
<td>Required Reading: Curtin &amp; Flaherty, Nursing Ethics Theories &amp; Pragmatics Chap. 7 - Nursing’s Contract with Society pp. 67-78</td>
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<td>3.1 - Characteristics of a Profession</td>
<td>Chap. 8 - The Nurse-Patient Relationship: Foundations, Purposes, Responsibilities &amp; Roles, pp. 79-96</td>
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<td>3.2 - Nursing as a Profession</td>
<td>Chap. 9 - The Commitment of Nursing, pp. 97-102</td>
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<td>3.3 - Professional Responsibilities &amp; Duties: Standards of Practice</td>
<td>Chap. 10 - The Nurse-Family Relationship pp. 103-124</td>
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<td>3.4 - Role of Professional Association</td>
<td>Chap. 11 - The Nurse-Nurse Relationship pp. 125-136</td>
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<td>Chap. 12 - The Nurse-Physician Relationship pp. 137-152</td>
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<td>Chap. 13 - The Nurse-Institution Relationship pp. 153-171</td>
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<td>Additional Reading - if required.</td>
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<td>1. ICN - International Code of Nursing Ethics</td>
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<td>2. CNA - Code of Ethics: An Ethical Basis for Nursing in Canada</td>
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<td>3. ANA - Code for Nurses with Interpretive Statements</td>
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<td>5. RNABC - Position Paper on Nursing, Nov 1977</td>
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<td>8. Bindshadler, H.P., &quot;Two Ways to Retain Staff, Dare to be You, Part 3&quot; A.J.N. 76 (Oct 76) pp. 1632-33</td>
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<td>10. McClure, M. &quot;The Long Road to Accountability&quot;, <em>Outlook</em> 26 (Jan 78), pp. 47-50</td>
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<td>11. Miller, M.H., &quot;Nurses Right to Strike&quot; <em>Journal of Nursing Administration</em> 5, (Feb 75), pp. 35-39</td>
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<td>13. Sklar, Corrine, &quot;Unwarranted Disclosure&quot; <em>C.N.</em> 74 (May 78) pp. 6-8</td>
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<td>16. The Nurses Act (1977)</td>
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<td>17. RNABC By Laws</td>
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<td>4. To develop strategies through the critical analysis of case studies for addressing possible ethical dilemmas</td>
<td>4. Ethical Dilemmas and Approaches</td>
<td>Required Reading: Curtin &amp; Flaherty, <em>Nursing Ethics Theories &amp; Pragmatics</em>, Section IV (Case Studies) pp. 175-348</td>
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<td>4.1 - Access to Health Care Resources</td>
<td>Additional Reading - if required.</td>
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<td>- Distribution of Scarce Resources</td>
<td>3. Freed, Earl, “Accountability in Mental Health Care”, <em>Journal of Nursing Administration</em> 5 (Sept 75)</td>
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<td>- Quality of care of other Nurses</td>
<td>7. Slide Tape - The Ethics of Genetic Control Parts 1 and 2</td>
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<td>- Expanding Role of the Nurse</td>
<td>8. Slide Tape - The Ethical Challenge - Four Biomedical Case Studies - Parts 1 and 2</td>
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<td>- Refusing an Assignment</td>
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<td>4.3 - Life and Death</td>
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<td>- Cardiopulmonary Resuscitation</td>
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<td>- Euthanasia: Active &amp; Passive</td>
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<td>- Abortion</td>
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<td>- Genetic Engineering</td>
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<td>4.4 - Interpersonal Conflicts</td>
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<td>- Treatment Performed by Physician</td>
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Nursing 251 has utilized the lecture-discussion method of presenting content – with discussion consuming the greater part of total instructional time. Brief introductory lectures were regarded as necessary in order to provide students with basic background information concerning current professional questions and ethical problems, and to stimulate the formulation and expression of their own perspectives with regard to these present day questions and problems. Lecture content was drawn from a variety of textbooks, journal articles, newspaper clippings (see "Unit List of Readings" included in this report). Discussions were guided, to prevent students from straying too far from the main topic (although tangential inquiry was definitely allowed, and occasionally proved extremely fruitful). The large sections were divided into smaller groups of about 5 persons per group.

My lesson plans for the 1 ½ hour class sessions usually included the following:
- Lecture (Theory)
- Filmstrip/Videotape Recording – applying lecture theory to modern day nursing situations (extensive use of Concept Media’s 8 programs in Ethics, Values, and Health Care
- Individual Group Discussions (Analysis of Case Studies)
- Total Class Discussion – during which representatives from each smaller group shared the group's response(s) to the assigned case studies. (Case studies simulated real nursing situations and required students to problem-solve as professional nurses.)

Of crucial importance to the conduct of this course was the creation of an environment where open inquiry could flourish. Students were encouraged to express personal views, but challenged to thoroughly examine all the variables involved in, and the ramifications of, awareness of/openness to diverse and divergent viewpoints, and to stimulate
student expression of personal perspectives, the introduction to
the course highlighted the reality of "gray" areas in nursing ethics,
the moral pluralism of modern society that is responsible for this
"gray", and the respect to be accorded all student responses -
especially those challenging ethical consensus.

An example of my opening comments to students:

"This course is directed toward assisting you in resolving
particular ethical problems - problems involving moral
principles - that you will meet in your future nursing
practice. The course focuses upon the "gray" areas in
Nursing practice, where there are no pre-set right or wrong
answers, and no clear-cut prescriptions for action. It
may be initially quite challenging because of this fact -
because we cannot argue in "blacks" and "whites" as we may
in areas such as clinical pathology. What is responsible
for the "gray" in nursing ethics? - the fact that we are
presently living in an age of moral pluralism, where a
diversity of moral perspectives is expressed and experienced
in everyday life.

Because of varying socio-cultural backgrounds (e.g., differ-
ent family upbringing, peer influences), religious training,
schooling, and different personal and professional life
experiences), you will bring to this course a variety of
moral perspectives, attitudes, values, biases, and prejudices.
This diversity will be reflected in the opinions, choices,
and decisions you make when discussing philosophical issues,
and particularly, the various nurse-client interactions
presented in class. This diversity is most welcome because
it serves to mirror the complexity you will face as nurse-
practitioners resolving ethical dilemmas in a pluralistic
society - in situations where each participant holds a
differing moral perspective.

That is why your evaluation in this course is primarily based
upon the reasoning process (rather than your answers, per se)
you utilize in approaching ethical problems in health care
delivery.

It has been said that Nursing is both an art and a science.
It is an art because of the fact that Nursing requires one
to relate therapeutically (i.e., in a helping way) to the
unique, and sometimes unpredictable human person - who is,
at all times, much more than the sum of lab values, or a
medical diagnosis. It is a science because it requires
the application of a logical, rigorous system of problem-
solving based upon the principles drawn from the physiolo-
gical and social sciences. Nursing - as art and science -
is very much in evidence in this course:
- You will find that the discussions touch intimate aspects of individuals' lives (e.g., a person's choice to live or die; to determine the life or death of his/her children; to refuse invasive surgery).

- You will also discover a philosophical approach (one that utilizes the problem-solving method, i.e. - a model for ethical analysis) that will help you to respond both personally and professionally, to the complex ethical dilemmas that you will meet upon entering nursing practice."

Response of Students to the Course: (Objective #1)

It would appear (from Student Course Evaluations) that the majority of students enrolled in Nursing 251 have enjoyed the course, and believe that the knowledge obtained from it will be beneficial to the future practice of their professional role. The most frequently expressed reason for this positive response to the course is the fact that it has offered students a platform for the expression of personal thoughts, feelings, and experiences. The students feel comfortable responding in an environment where there can be multiple answers (rather than one "right answer") to complex problems.

The students perceived the use of the Concept Media material as most stimulating of group discussions. There was also a high degree of interest in the "White Paper" discussions - to the point that a significant number of students (on their own) attended Bernadet Ratsoy's lecture-commentary on proposed amendments to the Nurse's Registered Act.

Some negative responses:

1983 Course: Many students expressed the desire to change the nature of Unit IV group discussions. Originally, students were required to create their own case studies on the assigned topics, and to analyze them, using the model for ethical analysis (proposed by Curtin and Flaherty). Students felt that this way of organizing the group discussion led to needless repetition of previously presented material. Their point was well-taken. The 1984 course, therefore, left the group discussions more open-structured (although topics remained the same - see handout on "Assignment Topics for Units"), with the case-
study/ethical analysis format suggested as one optional method of organizing the group discussion.

1984 Course: A few students found the scheduling of the course unsatisfactory (e.g. Friday afternoon - a bad time for having a support course because of the temptation to begin the weekend early; 1 ½ hour sessions being too long, for the concentration required). It is well-taken that Friday afternoons are difficult, but instructional slots are allotted with a number of variables in mind. It is my own view that 1 ¼ hour class sessions are necessary to adequately present a topic and generate worthwhile discussion among group members. Some students expressed the desire that more time be allowed for the discussion of topics personally interesting to them (e.g., abortion). This desire would have been satisfied (via group discussions) if the course had not been altered as a consequence of the strike action, to exclude the group discussions.

Veronica Marie Rochford
List of Available Audiovisual Materials for Nursing 251: (Objective #3)

Filmstrip/Cassette Series by Concept Media, 1980

(Available in C.N.C. Resource Centre)
Contents: Objectives
Pre-Viewing Discussion Topics
Filmstrip Narration
Study Questions
Bibliography and Selected Readings

Ethics, Values and Health Care  (See attached summary of Programs' Contents)

Program 1 - The Nature of Ethical Problems
Program 2 - Values Clarification
Program 3 - A Patient's Bill of Rights
Program 4 - Institutional Policies
Program 5 - Patient Autonomy
Program 6 - Nurse/Physician Relationship
Program 7 - Nursing Obligations
Program 8 - Concerning Death

Overheads:

Set #1: On Proposed Amendments to Nurse's Registered Act – to accompany presentation of "White Paper" (Discussion Paper on Legislation Needed for Registration and Re-registration of Nurses in B.C.) Multi-colored (made by Johanne Fort, who presently has these overheads).

Set #2: On nursing case studies illustrating Kohlberg's Six Stages of Moral Development as applied to Nurse-Patient, Nurse-Nurse, and nurse-Doctor Situations. (made by Veronica Rochford; presently shelved in Office Rm. 1-318)

Sound Slide Sets: (Presently, shelved in Office Rm. 1-318)

A. The Ethical Challenge: Four Biomedical Case Studies
(by Science and Mankind, Inc., White Plains, N.Y., 1975)

Case Study 1: Scarce Medical Resources (Organ Transplant)
Case Study 2: Behavior Control (Stereotactic Surgery to Block Rage)
Case Study 3: Genetic Screening (Possibility of Tay-Sachs Baby)
Case Study 4: When to Die (Install Pacemaker or Allow to Die)
It is now recognized by many in the health care professions that what was formerly taught to nurses and other health care professionals regarding ethics is not sufficient to help them cope with contemporary health care problems.

New ethical dilemmas have arisen because of revolutionary changes that have occurred within the health field. Technological advances have created machines: for example, to breathe for patients, to act as their kidneys, and to perform other functions which before had only been performed by the human body itself. Great advances in surgery and drug therapy have resulted in the prolongation of many patients' lives, which had previously been considered hopeless.

Ethical problems have also arisen because of changes within the health care profession itself. Nurses now have a more collegial relationship with physicians than they had in the past, and have assumed responsibility for many aspects of patient care that were formerly within the domain of the physician.

Patients, too, have changed – become more sophisticated. Magazine articles, books, and television have focused attention on past inequities, injustices and indignities in the health field and, as a result, patients now are more conscious of their rights. Today's patients are less likely to accept platitudes or pat answers to their inquiries, and are more likely to ask questions about both their physical and their psychological treatment – questions which often require nurses to make an ethical decision.

To help health care professionals become more aware of ethical problems and to develop a professional philosophy to deal with ethical issues. Concept Media has created a series which directly confronts the health professional with true-life ethical dilemmas. Experts from the field of ethics and nursing contribute their analysis and appraisal to the dilemmas presented, giving this series a strong documentary immediacy. Viewers are left to examine and utilize their own personal values and ethical stance in order to come to terms with the dilemmas presented.

Program 1 – THE NATURE OF ETHICAL PROBLEMS

This introductory program defines ethics and ethical dilemmas. It presents two major ethical theories – the teleological and deontological – which can be useful in helping one think through ethical issues. It presents a six-step model for analyzing ethical problems. Commentary is made by Leah Curtin, Director and Founder of the National Center for Nursing Ethics.

Program 2 – VALUES CLARIFICATION

In this program Diann Uustal, R.N., an authority on values clarification and nursing practice, presents the theory of values clarification along with the seven steps in the valuing process. In addition, she discusses several complex issues of an ethical nature around which caregivers need to clarify their values.
Program 3 – A PATIENT'S BILL OF RIGHTS

This program presents the 12 provisions of the American Hospital Association's statement on patient's rights. Elsie Bandman, R.N., an authority on patient's rights, gives her interpretation of each provision, along with some of the problems inherent in implementing these rights and the role of the nurse, as patient advocate, in insuring that these rights are not violated.

Program 4 – INSTITUTIONAL POLICIES

This program addresses ethical problems that occur as a result of bureaucratic policy. Problems inherent in the practice of "floating" are discussed and a depiction concerning the issue of "how much is too much?" in diagnostic testing of the elderly is analyzed. In addition, a dilemma which arose as a result of a difficult administrative decision is addressed.

Program 5 – PATIENT AUTONOMY

This program discusses ways in which health care personnel erode patient autonomy. Addresses issues of paternalism, coercion versus informed consent, and truth-telling.

Program 6 – NURSE/PHYSICIAN RELATIONSHIP

Begins with a discussion of the traditional nurse/physician relationship and shows how this relationship still influences the behavior of health professionals. Addresses the specific ethical problems of the nurse dealing with an impaired physician, questioning a physician's judgment, and dealing with a physician who has made an error. Concludes with observations on how establishment of good interpersonal communication helps resolve ethical conflict of this nature.

Program 7 – NURSING OBLIGATIONS

Discusses the ethical issues of secret-keeping, confidentiality, and professionalism. Also addresses the responsibilities of nurses when they are, and when they are not, working in the role of a nurse.

Program 8 – CONCERNING DEATH

Technology has advanced to the point where life can be preserved and maintained mechanically for indefinite periods of time. Due to this technology, patients, families and caregivers are now involved in making decisions about when to allow a person to die. This program discusses the problems inherent in making these decisions. It specifically defines active and passive euthanasia and presents some of the major issues underlying the euthanasia controversy in general.

Programs 4 through 7 are composed of ethical dilemmas told by R.N.'s who work in critical care units, on general medical-surgical units, in emergency rooms, in convalescent hospitals, and in administrative positions. The names of the nurses and the patients have been changed to protect confidentiality. Commentary on each dilemma is made by Dr. Anne J. Davis, R.N., Ph.D., Professor of Nursing at the University of California, San Francisco, and Kennedy Post Doctoral Fellow in Bioethics at Harvard University.
B. The Ethics of Genetic Control: Part One and Part Two
(by Science and Mankind, Inc., White Plains, N.Y., 1976)


Part Two: **Summary** - Case Study #1 Mother of one mongoloid pregnant again - society's right to insist on amniocentesis/abortion (if fetus is mongoloid) - to limit child-bearing. Law professor explores legalities. Case Study #2 "test tube baby" - discussion of ramifications of in vitro fertilization.

C. The New Genetics: Rights and Responsibilities:
Part One and Part Two (by the Biological Sciences Curriculum Study, Boulder, Colorado, 1974 -Publisher: Science and Mankind, Inc.)

Part One: **Summary** - Emphasizes the individual - the hopes, fears, shame, guilt, helplessness often affecting family of a severely deformed or retarded child. Explores family having child with Tay-Sachs disease. Review of terminology and general principles of Mendelian genetics. Focus on genetic counseling and role of genetic counselor (using family in which there is history of Marie's ataxia - a hereditary cerebellar sclerosis as a stimulus for discussion).

Part Two: **Summary** - Emphasizes society, specifically asks the question, "what is the appropriate role of a government in the reproductive decisions of its citizens?" Comparison of mandatory PKU and voluntary Tay-Sachs screening programs. Planned Parenthood representative gives views on right of woman to abortion. Brave New World scenario of the cultivation of human embryos in labs. Discussion of incorporation of genetic information/misinformation into law. Final focus: screening program for sickle-cell anemia.
Videocassette Series: (Presently, shelved in Office Rm. 1-318)

**Philosophy: Issues in Biomedical Ethics** -

- Tape #1 - Introduction
- Tape #2 A/B - Rights/Duty/Use/Allocation of Resources
- Tape #3 - Experimentation and Unusual Procedures
- Tape #4 - Psychosurgery and Mental Health
- Tape #5 - Genetic Counseling/Genetic Engineering/Population Control
- Tape #6 - Ethics of Death (Euthanasia/Abortion)

**Videotape Recording** 1/2 or 3/4 VHS (Available at R.N.A.B.C. Library - Contact Ilka Abbott, Librarian - call toll free #112-800-972-6505 to book)

- Professionalism In Practice - R.N.A.B.C. 1984 overview of the professional association (approx. 15 min.)

Unreviewed:

- **15 Sound Cassettes** Available from R.N.A.B.C. Library

W 50.3
M 67
1980

**TITLE:** Moral Problems in Health Care M 67
Unit List of Readings and Resources for Nursing 251: (Objective#4)

UNIT I – RIGHTS AND RESPONSIBILITIES OF INDIVIDUALS

1.0 Introductory Concepts and Principles

1. Concept of Personhood:

a) Marilyn Chapman's lecture notes (address majority of concepts listed).


c) Shannon, pp. 319-325, Joseph Fletcher's essay, "Indicators of Humanhood: A Tentative Profile of Man." (See 1.4 for complete bibliographic entry.)

2. Concept of Autonomy (and Its Constraint by Rack/Coercion):


d) Concept Media: Ethics, Values and Health Care, Program 5 – "Patient Autonomy". (C.N.C. Resource Centre)

e) Veatch, pp. 190-213 (see #5 for full bibliographic entry)

3. Concept of Paternalism:

a) Arras and Hunt, as above, plus pp. 74-78.

b) Benjamin and Curtis, pp. 50-58.


d) Mappes and Zembaty, pp. 51-61.

e) Concept Media –as above
4. **Principle of Justice**
   a) Arras and Hunt, pp. 480-489
   b) Mappes and Zembaty, pp. 516-518; 523-537.
   c) Veatch, pp. 250-287 (see #5 for full bibliographic entry).

5. **Principles of Beneficence and Non-maleficence**  
   (The Hippocratic Tradition)
   a) Arras and Hunt, pp. 34-36; 46-51.
   b) Mappes and Zembaty, pp. 50-55.

6. **Principle of Contract-Keeping (Promise-Keeping)**
   a) Veatch, pp. 177-189.

7. **Principle of Honesty** (Informed Consent; Truth-Telling)
   a) Arras and Hunt, pp. 85-118.
   b) Benjamin and Curtis, pp. 58-75.
   c) Childress, pp. 58-69.
   d) Concept Media, as above.
   e) Mappes and Zembaty, pp. 61-83.
   f) Veatch, pp. 214-226.

1.1 **Human Rights Defined**
   a) Mappes and Zembaty, pp. 16-18.

1.2 **Human Rights and the Law**
   a) Arras and Hunt, pp. 57-59.
   b) Mappes and Zembaty, pp. 16-18.
   c) Veatch, pp. 321-323.

1.3 **Rights and Duties**
   a) Arras and Hunt, p. 61.
1.4 Right to Health Care
   a) Arras and Hunt, pp. 445-527.
   b) Chadress, pp. 75-97
   c) Mappes and Zembaty, pp. 516-587.
   e) Veatch, pp. 270-281.

1.5 Patient's Rights
   a) Concept Media: Ethics, Values and Health Care - Program 3 - "A Patient's Bill of Rights"
   b) Mappes and Zembaty, pp. 84-137.
   d) Veatch, pp. 47-49.

UNIT II - APPROACHES TO ETHICAL PROBLEMS

2.0 Ethics Defined
   Veronica Rochford's lecture notes.

2.1 Factors Affecting Ethical Decision-Making
   a) Concept Media: Ethics, Values and Health Care - Program 2 - "Values Clarification"
   b) Kohlberg, Lawrence. The Child As a Moral Philosopher (summarized in Veronica Rochford's lecture notes)
   c) Overheads based on material in Mahon and Fowler, "Moral Development and Clinical Decision-Making" (See Bibliography on Course Outline - Unit II. This essay included in folder of unit readings.)
   d) Handouts on "Kohlberg's Decision Story" and "Examples of Kohlberg's Six Stages of Moral Development".
2.2 Characteristics of an Ethical Problem

2.3 Non-Normative Theories

2.4 Normative Theories
   a) Arras and Hunt, pp. 6-33.
   b) Benjamin and Curtis, pp. 26-47.
   c) Concept Media: Ethics, Values and Health Care - Program 1 - "The Nature of Ethical Problems"
   d) Mappes and Zembaty, pp. 1-43.
   e) Veatch, pp. 37-40.

2.5 Model for Critical Ethical Analysis (Primarily based upon text by Curtin and Flaherty)
   c) Handout: Guidelines to Assist Use of Model for Critical Ethical Analysis.
   d) Concept Media: Program 1

UNIT III - RIGHTS AND RESPONSIBILITIES OF NURSES AS HEALTH PROFESSIONALS

3.1 Characteristics of a Profession
   a) Arras and Hunt, pp. 51-57 (Sheri Smith's essay, "Three Models of the Nurse-Patient Relationship").
   b) Spicker and Gadow, pp. 79-101 (Sally Gadow's essay on "Existential Advocacy: Philosophical Foundation of Nursing"). (In folder of unit readings.)

3.2 Nursing as a Profession
   a) Mappes and Zembaty, pp. 90-102 (Dan W. Brock's essay, "The Nurse-Patient Relationship").
   b) Spicker and Gadow, pp. 102-123 (Dan W. Brock's essay, "The Nurse-Patient Relation: Some Rights and Duties"); pp. 160-175 (John Ladd's essay, "Some Reflections on Authority and the Nurse"). (Both essays in folder of unit readings.)
3.3 Professional Responsibilities; Duties: Standards of Practice

a) **Concept Media: Ethics, Values, and Health Care** - Program 7 - "Nursing Obligations".

b) Draft - **Canadian Nurses Association Code of Ethics for Nursing**, November, 1983. (In folder of unit readings.)

c) Mappes and Zembaty, pp. 102-108 (James L. Muyskens' essay, "Collective Responsibility and the Nursing Profession").


e) "White Paper" materials (Draft/Overheads/Videotape Recording).

3.4 Role of Professional Association

a) **CNA, The Leaf and the Lamp**. (Marilyn Chapman has copy.)

b) **R.N.A.B.C. Videotape Recording - Professionalism in Practice**, R.N.A.B.C., 1984. (See list of A-V materials.)

c) **R.N.A.B.C. Pamphlets**:
   1) **Professionalism in Practice**
   2) **What R.N.A.B.C. Membership Gives You**

UNIT IV - ETHICAL DILEMMAS AND APPROACHES

4.1 Access to Health Care Resources

a) Arras and Hunt, pp. 445-564.

b) Childress, pp. 75-97.

c) Mappes and Zarnbaty, pp. 516-587.

d) Shannon, pp. 373-431.

e) **The Ethical Challenge: Four Biomedical Case Studies**
   Case Study #1 - "Scarce Medical Resources". (See A-V List.)

4.2 Provision of Care by Nurses

a) Arras and Hunt, pp. 129-135 (James Muyskens' essay, "Nurses' Collective Responsibility and the Strike Weapon").

b) Benjamin and Curtis, pp. 111-152 (Nurse-Nurse and Nurse-Institution Relationships Explored).
c) **Concept Media: Ethics, Values and Health Care - Program 4 -**
   "Institutional Policies".


### 4.3 Life and Death


c) **Concept Media: Ethics, Values and Health Care - Program 8 -**
   "Concerning Death".


f) **The Ethical Challenge: Four Biomedical Case Studies:**
   (See A-V List for Sound Slide Sets).
   Case Study #2: "Behavior Control"
   Case Study #3: "Genetic Screening"
   Case Study #4: "When to Die"

g) **The Ethics of Genetic Control: Part One and Part Two**
   (See A-V List for Sound Slide Sets.)

h) **The New Genetics: Rights and Responsibilities**
   (See A-V List for Sound Slide Sets.)

### 4.4 Interpersonal Conflicts

a) Benjamin and Curtis, pp. 77-110.

b) **Concept Media: Ethics, Values, and Health Care - Program 6 -**
   "Nurse/Physician Relationship".

c) Mappes and Zembaty, pp. 95-102.


e) Chaska, pp. 330-335.