DESCRIPTION

This nursing course begins to develop the learner's understanding of the ethics basic to nursing. The concept and basic requirements of accountability are examined carefully, as the student begins to understand the obligations implied in the practice of an ethically based discipline.

The history of nursing is explored and from this evolves discussion of the rights of individuals to health care, the characteristics of a typical health care setting, the levels of health care available and the fundamental values of nursing.

OBJECTIVES

Content is selected and presented so that the following will be achieved:

1. recognize the responsibilities implied when being professionally accountable for one's own actions
2. briefly examine the evolution of nursing from its beginning in ancient history to present day practice
3. describe the fundamental values of nursing as expressed in this school's philosophy and as apparent in discussion of projects related to Objective 2
4. examine the health care delivery system of this province

TEACHER/LEARNER ACTIVITIES

1. Lecture and discussion
2. Role playing
3. Student projects as assigned

REFERENCES

Student Text: DuGas, B.W.: Introduction to Patient Care, (4th ed.)
          Toronto, Saunders Co., 1983 (Chpts. 6, 7 selected readings)

1. Curtin, L. and Flanery, M.J.: Nursing Ethics
          Maryland, Prentice Hall Co., 1982
          St. Louis, Mosby Co., 1976
3. Fagothey, A.: Right and Reason (5th ed.)
          St. Louis, Mosby Co., 1972
          St. Louis, Mosby Co., 1979
          New York, MacMillan Co., 1974
          Toronto, McGraw-Hill Book Co., 1982

UNITS OF CONTENT

1. History of Nursing
2. Introduction to the Values and Standards of Nursing
3. The Health Care Delivery System
4. Accountability

METHOD OF EVALUATION

ACADEMIC: Content is examined in the nursing examination written during the week of December 17th, 1984

CLINICAL: Related clinical behavioral objectives are stated in the Progress Tool (Term 1)
OBJECTIVES:

1. Define the following terms: value system, standard and ethic
2. Identify general values that are considered part of ethical practice in nursing
3. Identify the values upon which the practice of nursing is based, as viewed by this school
4. Discuss the meaning of these values in terms of their relevance to nursing practice
5. Examine the concept of "patient's rights"
6. State the five (5) attributes of a caring nurse as expressed in the CNA document, Code of Ethics for Nursing
7. Define the term policy
8. Describe the relationship of policy to ethical standard
9. Explain how policies serve to protect the nurse and individual under her care
10. Give examples of how policies act to influence nursing actions
11. Outline the expectations of selected policies as to the responsibilities of the nurse functioning within them

EXAMINE how philosophy, standards and policies all provide a foundation upon which nursing practice can be based

REFERENCES:

1. Curtin, L and Flaherty, M.J.: Nursing Ethics
   Maryland, Prentice Hall Co., 1982
   Toronto, Saunders Co., 1983
   St. Louis, Mosby Co., 1976
4. Aberdeen Hospital, School of Nursing: Philosophy Statement and Conceptual Framework (Knowledge Component)
5. Aberdeen Hospital: Policy Manual
ABERDEEN HOSPITAL, SCHOOL OF NURSING
TERM 3: Nursing - Professional Development

DESCRIPTION

Content examines the obligations involved in being accountable for respecting the rights of man. Human Rights are differentiated from legal rights. The role and responsibilities of the nurse in protecting the dignity of man are expanded at this level by examining selected ethical issues. Parts of the content resemble an issues course where students are expected to determine how basic human rights impact on (both the nurse and the individual) decision making.

The intent of the content is to help the student recognize that respecting the rights of individuals provides the foundation for nursing and its helping relationship and is fundamental to the uniqueness of nursing practice.

OBJECTIVES

Upon completion of the seminar schedule in this content area, the student will:

1. differentiate rights, values and principles
2. recognize the impact of values on decision making
3. discuss how one's environment influences values and consequently decision making
4. recognize that human rights derive essentially from fundamental human needs
5. differentiate rights to health care and human rights in health care
6. define ethical problem and moral choice
7. examine selected case studies that describe ethical issues commonly experienced in nursing practice

TEACHER/LEARNER ACTIVITIES

1. Questionnaire
2. Small group task work
3. Seminar - The Right to Decide
4. Video "Esther's Story" (Euthanasia)

REFERENCES


UNIT OF CONTENT

1. Rights, Values, Choices and Ethical Decision Making

METHOD OF EVALUATION

Content will be examined in the Nursing - Need in Illness examination.
OBJECTIVES

1. recall a description of patients' rights from Term 1
2. examine the United Nations Declaration of the Rights of Children
3. explain the relationship that exists between rights and values
4. examine how the value systems of both the helper and helpee will affect the way in which rights are regarded in care
5. discuss the meaning of the adage "a man of principle"
6. describe the role of a "patient advocate" and determine who on the health team perhaps best suits the role
7. determine what constitutes an ethical problem
   identify situations of individual choice that may represent an ethical dilemma for the nurse
8. examine the choices the nurse may legally and ethically make when dealing with the conjuncts involved in the above situations

ISSUES TO BE ADDRESSED

1. The Right to Decide - Euthanasia
   Abortion

2. The Right to Know

REFERENCES (In addition to references listed with the course description)

1. Chee, Claire: "A Child's Right to Die",
   MCN, March-April, 1982, pp. 81-88
2. Hanis, Elizabeth et al: "Nothing But the Truth",
   American Journal of Nursing, Jan. 1983, pp. 121-122
3. Homer, M.B.: "Selective Treatment",
   American Journal of Nursing, March 1984, pp. 309-312
4. Zusman, Jack: "Think Twice About Being a Patient Advocate",
   Nursing Life, Nov-Dec. 1982, pp. 46-50
5. Special Report: "The Right to Die",
   Nursing Life, Jan-Feb., 1984, pp. 17-27
   Canadian Nurse, June 1984, p. 24
Content continues to expand the learner's understanding of the concept of accountability from that of being responsible to that of "being accountable for quality". The concept of professionalism is described and the implications for nursing practice discussed. The commitment to quality care is explained through an examination of Standards for Nursing Practice (Registered Nurses Association of Nova Scotia, 1983).

Role expectations of the beginning practitioner are considered from both nursing service and nursing education point of view. Projects are designed to develop the student's perception of the "work world" and the administrative philosophies that influence beginning practice. Methods of nursing assignment most frequently found in current practice are also considered to facilitate transition from learner to graduate nurse.

OBJECTIVES

Upon completion of class, seminar and project experiences, the student will:

1. develop an understanding of "professionalism" and terms of the character and activities that mark the professional person
2. discuss how the Standards for Nursing Practice (Registered Nurses Association, 1983) describe nursing
3. determine how the Standards for Nursing Practice are expected to influence nursing practice
4. recognize the influence of the agency and its administration on the actions and working conditions of the nurse practitioner
5. examine selected examples that represent the expanded role of the nurse
6. compare the following methods of delivery of nursing care in terms of their strengths and limitations:
   a. functional method
   b. team method
   c. primary care
   d. decentralization
7. survey the attitudes and feelings of student nurses as they perceive them during the two year program
8. survey practicing nurses and determine what common characteristics and beliefs they share
9. detail a description of the "unique" role of the nurse by describing what the nurse does that no one else can or will do
10. compare and contrast the phenomena of Reality Shock and Burnout
11. differentiate the roles of the Registered Nurses Association and the Nova Scotia Nurses Union

TEACHER/LEARNER ACTIVITIES

1. Seminar
2. Guest speakers
3. Student presentations
4. Selected groups of students interview Directors of Nursing, Executive Directors (Administrators) and Supervisors and interpret their findings according to a given guide.
REFERENCES
1. Curtin, L. and Flaherty, J.: *Nursing Ethics*
   Maryland, Robert Brady Co., 1982
2. Hegyvary, Sue (guest editor): "Symposium on Primary Nursing"
   *Nursing Clinics of North America*
   June 1977, pp. 185-255
3. Kron Thora: *The Management of Patient Care*
   Toronto, Saunders Co., 1976 (Part 4, pp. 211-235)
4. McConnell, Edwina: *Burnout in the Nursing Profession*
   Toronto, Mosby Co., 1982 (Chap. 2, pp. 70-118)
5. Registered Nurses Association of Nova Scotia:
   *Standards for Nursing Practice*, March 1983

METHOD OF EVALUATION
Content will be examined on the comprehensive graduation exams written in June.
OBJECTIVES

1. describe the role expectations of the beginning practitioner as stated by the R.N.A.N.S.
2. discuss the characteristics of the beginning practitioner as expressed by the Aberdeen Hospital, School of Nursing
3. identify the settings in which the beginning practitioner is expected to be able to function
4. describe the phenomenon of "Reality Shock" and relate it to the experience of "Burnout"
5. examine the phenomenon of "Burnout" among student nurses
6. examine selected methods of nursing assignment considering the following:
   a. strengths and limitations
   b. how each utilizes the registered nurse
7. explain in explicit terms the unique role of the registered nurse and differentiate the practice of nursing and medicine
8. determine why it is the registered nurse who is expected to carry the concept of "holistic care" into practice
9. examine the document "Standards for Nursing Practice", published by the R.N.A.N.S. (March, 1983) in terms of the following:
   a. the description it gives to nursing practice
   b. how it explains accountability both for the R.N. and the public
   c. the description given to the legitimate competencies of the R.N.
10. explain why it is important for registered nurses to take control of their own practice
11. identify the five questions that must be asked when medical functions are transferred to nursing

LEARNING ACTIVITIES

1. Project presentations
   (There are a total of 15 projects to be completed by groups selected for each project area)
2. Guest Speaker: R.N.A.N.S. - Executive Director
   Registrar
   Public Relations
3. Mrs. E. Burke - protocols for job applications
   status of school of nursing as reference
   job interview

REFERENCES (in addition to those listed with course description)
1. RNANS: Standards for Nursing Practice, March 1983
   Toronto, Mosby Co., 1982
   Toronto, Mosby Co., 1974
4. Landsberg, M.: "Can You Trust This Nurse",
   Chatelaine, Sept. 1976, pp. 43