

**Hawaii Pacific University
Nursing Program
Course Overview
Fall 95**

Course Number:	NUR 470
Course Title:	Current Issues in Professional Nursing
Credits:	4 (4 lecture/0 lab)
Placement:	Senior year
Pre-requisites:	completed most of 300 level courses
Co-requisites:	none
Faculty:	Brenda D. Smith, MSN, RN

Course Description: This course addresses the nature and scope of nursing practice in today's rapidly changing U. S. health care system and encompasses changes engendered by: an aging society; rising health care costs; the prospective payment system; technological advances; acute nursing shortages; and an ever widening diversity of care settings and clients. A major portion of the course focuses on the ethical and legal parameters of nursing practice and is designed to facilitate the student's understanding of the professional nurse role as influenced and/or governed by: individual, societal and cultural values; professional ethical codes; and, the laws and regulations of the U. S. and the state of Hawaii. Students and faculty will explore the major health care challenges and controversies of today in light of the legal aspects governing nursing practice, the legal rights and responsibilities of both nurses and their clients, ethical nursing practice, and the principles of utilization of scarce resources. In addition, students are expected to seek ways to effect change in the status of the profession and to enhance the quality of care delivery for their clients. The course structure is designed to aid the student in developing the problem solving and critical analysis skills needed to appropriately address the health care problems and issues of contemporary society. Course topics will include: the history of nursing practice; educational preparation of nurses; use of nursing theory and research; health care delivery issues such as utilization of scarce resources and rationing of health care; ethical principles and resolution of ethical dilemmas; sources of law, litigation, and rules and regulations governing nursing practice; and, the socio-political environment of nursing practice.

Course Objectives: Upon completion of the course the student will be able to:

1. Discuss the development of modern nursing, exploring the nature and scope of nursing practice.
2. Discuss educational preparation and career development in nursing.
3. Describe the relationship of theory and research to practice.
4. Analyze the influence of health care delivery system on nursing practice.
5. Explore the nurse's role in the health care delivery system.
6. Discuss social and political forces affecting the nursing profession.
7. Describe the legal system in the United States.
8. Discuss the Nurse Practice Act and other statutes of the state of Hawaii.
9. Explore the legal and ethical responsibilities of the nurse.
10. Define patients' rights and responsibilities.
11. Describe the nurse's rights under the law.
12. Develop a personal philosophy of nursing which incorporates critical thinking and ethical decision-making.
13. Debate health care issues facing today's professional nurses.
14. Predict the impact of today's health care issues on the future of professional nursing.

Teaching and Learning Strategies: Lecture/discussion, guest speakers, films, written assignments, readings, case studies, visits to the legislature or with legislators, development of a personal philosophy of nursing and a resume; individual presentations and a major paper or participation in a debate on a current health care issue.

Evaluation Methods: Evaluation will include short papers, exams, debate or issue paper, and classroom attendance and participation in discussion. The instructor reserves the right to 'curve' grades based on attendance and participation.

The course grade will be derived in the following manner:

ethical case study	20%
or project	(20%)
issue paper/debate	30%
current events	20%
final exam	30%

required but not graded:

personal philosophy of nursing
programmed text

Evaluation Scale:

A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

Required Textbooks:

Bernzweig, E. P. (1990). The Nurse's Liability for Malpractice: A Programmed Course (5th Ed.). St. Louis: Mosby.

Chitty, K. K. (1993). Professional Nursing: Concepts and Challenges. Philadelphia: W. B. Saunders.

Hawai'i statutes -- Chapters 89 and 457 (reserved in the library)

Recommended Textbooks:

American Psychological Association. (1994). Publication Manual of the American Psychological Association (4th edition). Washington, D. C.: the author.

Preparation for Class: The student is expected to have read the assigned materials prior to class and be prepared to participate actively in discussions and group work.

Attendance policy: Students are expected to attend all classes. An absence may be excused if the instructor is notified in advance. It is the student's responsibility to obtain class notes and assignments missed during an absence. Class participation is an integral part of the student's final grade; failure to attend and participate in class will adversely affect the final grade.

Absences totaling 8 hours may be grounds for failure in the course.

Assignments: All written assignments are due at the beginning of the class period on the assigned date. Assignments handed in late will lose a letter grade a day, including weekends and holidays. In other words, the highest possible grade on a paper turned in 1 day late is 89 (B); 2 days late 79 (C); 3 days late 69 (D).

All written assignments will be written using the grammar/usage style of a college level English composition text and the documentation style of the APA Manual (4th Edition).

All written assignments are to be the student's own work. Collaboration on 'take home' assignments is cheating. Papers must be the sole effort of the student/declared author; if there is any question of authorship, the student will be required to orally defend the paper and will receive a grade based on that defense. If a project is to be a group project the instructor will make this explicit. A group project will be turned in as one paper with all participants' names on it.

Papers incorporating information and ideas from other sources (not the writer's opinion) must be appropriately documented through text citations and references. Failure to document sources, to

include your own previous work, may constitute plagiarism. (See 'Revised Academic Dishonesty Policies and Procedures' included in this syllabus).

Editorial assistance must be limited to spelling, grammar and style; it may not include addition, deletion or modifications of substance within the document.

Plagiarism, to include 'buying' or 'borrowing' someone else's paper, unauthorized collaboration on take home work or cheating will be considered sufficient grounds for awarding an "F" on the paper/work and possible failure of the course.

Ethical Case Study:

You will receive some ethical case studies in class or you may identify a case with ethical components from your readings. Analyze the case in either the Thompson and Thompson or **Siva** format from your text -- pages 378-381. Must be typed or word processed. There is no minimum page length requirement, however the study should not exceed 5 pages. The case study is evaluated by how well you follow the reasoning process and come to a conclusion based on the process. Date due _____. The case study is worth 20% of the course grade. We will discuss the cases in class throughout the semester. You may do a 'project' as an alternative to the case study.

Current Events: 4 required see below for specific criteria

Each week you are encouraged to read the popular literature -- The health/science section of local daily newspapers, the health/science pages of news magazines such as Newsweek, magazines such as Science, computer news services such as "Prodigy" -- or watch television programs such as "Nightline" for health related articles or programs. Select four (4) of these articles/programs for critical analysis. You are also expected to discuss your readings in class.

1.) Read and critique an article in a news magazine (Newsweek), news service ("Prodigy") or a TV news program (Ted Koppel) in order to answer the following questions: (NOTE: the article itself must be longer than a paragraph!!!) See attached grading criteria.

* Brief synopsis of the article/program. (1/2 to 1 page) Your synopsis should be no more than half of your entire critique. Attach a copy of the article to your report if in print.

Then for the rest of the story:

* Is/was it factual? How can you tell? If you couldn't tell why not?

* Is/was the tone inflammatory, used yellow journalism, misleading or biased? How so?

Give examples.

* Is/was the language appropriate for the intended reader? Why or Why not? Draw upon your Health Teaching skills here. What is the SMOG rating? Who was the intended reader?

* Do you believe the correct publication, format or program was used to reach the target audience? Why or why not? If not, what venue would be more appropriate, and why?

* Do/did you have reason to believe the author or speaker has valid expertise in the topic area? Why or why not? Include the credentials of both the author and any experts cited.

2.) Select an article from a news service (see attached example), in this case the article is often only a paragraph long, or other article which cites a primary source such as Nature or The New England Journal of Medicine. Obtain a copy of the original source and add to your critique of the newspaper article (as described above) a comparison of the information extracted from, or reporting to cite, the original source. Did the news service author cite the original source correctly or is it misleading, biased or incomplete in any way? Compare cited statistics and give examples. See attached grading criteria.

3.) Select an article from women's, men's, self-help, or sports magazine such as Redbook, Glamour, Men's Health, Self, or Sport's Illustrated and follow the guidelines attached.

4.) Often conflicting articles are published in the popular press (see attached breast cancer example) or come up on TV ("60 Minutes" has something called "Point/Counterpoint"). The public is often understandably confused: Who to believe?. Should we or should we not take estrogen, have mammograms, get tested for prostate cancer, drink alcoholic beverages, etc. Do men beat their wives more on Super Bowl day, etc.? Find such a controversial pair of articles and write an article which attempts to help the public understand the controversy with a recommendation as to what they should believe. Follow the attached guidelines.

All must be typed or word processed.

Guidelines for Developing a Philosophy

A philosophy is a set of beliefs, concepts and attitudes underlying one's thoughts and activities. A philosophy of nursing then, is the set of fundamental beliefs upon which one bases one's nursing practice. It is a way of thinking, of focusing, of directing activities; it is a conceptual framework which gives direction to practice, research, management and education.

An objective for this course is for you to develop a personal philosophy of nursing upon which you base your practice. This philosophy should demonstrate your critical thinking ability and the ethical viewpoint you bring to your nursing practice.

Your philosophy belongs to you and is not right or wrong. The content of your philosophy cannot be graded and therefore no grade will be assigned. It is however part of the course requirements and must be completed before a grade is awarded in the course. A working draft of your philosophy will be presented to the instructor for comment and re-writes may be required.

You are expected to present your philosophy to the class.

This is an original work and footnotes/citations are not required; however, if you do cite works of other authors, do so in APA format. The philosophy must be typed or word processed, double-spaced.

Your philosophy should include what you believe to be:

- * the definition of nursing
- * the roles and responsibilities of nurses
- * the scope of nursing practice
- * the dynamics or forces affecting nursing practice
- * a plan for ethical decision making
- * your personal goals either for nursing or as a nurse

or you may use the guidelines on page 169 in Chitty.

Due date: _____

NUR 470/Current Issues in Professional Nursing

The 'issue' paper

The purpose of writing and presenting this 'issue' paper is to encourage you to look at both sides of a topic that is an issue in today's nursing practice environment. As human beings we often hold very strong opinions about a particular subject based on something we read, heard or experienced. Some of these strongly held opinions may have been inculcated by parents, teachers or other influential people in your life. Often the opinion was derived without the opportunity to 'hear the voice' of the 'other' side. This paper is an opportunity to explore both sides of an issue.

A point about opinions: opinions are neither 'right' or 'wrong'. They are like going to an ice cream store with 52 flavors -- vanilla is not more right than pistachio or chocolate -- they are your preference. However, you base your preference for ice cream on something -- usually trial and error. And, if you never try gooseberry-peanut butter because someone told you it was awful, you may be missing the treat of a lifetime!

So the idea here is to try both sides of an issue. Give each side an equal chance to convince you.

1. Start with a thesis statement -- one sentence that defines the issue. The thesis statement is due the third week of class.
2. Do a literature review of your topic -- you will need 5-8 articles on each side of the issue. If you are having trouble finding current (last 5 years) resources it usually means that the topic isn't at issue.
3. The paper should start with an introduction that includes your thesis statement and defines for the reader why this topic is an issue.
4. Then follow with the 'pro' and 'con' sections of your paper. (An alternative is to alternate pro and con arguments about the sub-headings of your topic.)
5. The last part of your paper is the conclusion (Not your pre-conceived notion!) you drew from the literature review you just did.

Again, there is no right or wrong opinion -- the paper is graded on the extent to which you:

defined the topic/issue,
reviewed each side,
and, drew a conclusion based on "just the facts, ma'am". (My apologies to Dragnet.)

What constitutes an current issue? We will discuss this in class -- issues may deal with practice, education, research, licensure/credentialing, funding, politics, management delivery systems, professionalism, roles and responsibilities, rationing, access to health care, some legal and ethical concerns*, etc.

What is not a current nursing or health care issue?

BSN as entry level (how to implement is still of issue)
client's right to abortion (nurses right to refuse to care for abortion patients might be)
mandatory continuing education for relicensure (died years ago; no current literature)

Note: There is not required length for this paper; however it should probably not be any longer than 12-15 double-spaced pages

Possible topics for debate *or paper*

Reproductive rights:

- RU 486
- Custody of frozen embryos resulting from in vitro fertilization
- Surrogate parenthood
- Abortion
- Minors and birth control
- Replacement of defective genes during in vitro fertilization
- Norplant for welfare moms
- Fertility drugs for welfare moms
- In vitro fertilization for the 'elderly' client

Clinical issues:

- Early post-partum discharge
- Infant circumcision
- Breast cancer screening
- Breast cancer treatment
- Estrogen replacement therapy
- Prostate cancer screening
- Treatment of prostate cancer
- Surgical vs medical intervention post MI
- Sleep position in SIDS
- Pain management in terminal illness

The right to refuse treatment:

- Living wills
- DNR orders
- Prolongation of life
- Competent vs incompetent person
- Support of suicide
- Withholding and withdrawing treatment
- Nutritional support and dehydration in the dying client
(withholding food and fluid)
- Resuscitation
- Involvement of clients and families in consent decisions
- Respect of clients' personal liberties

Distributive justice:

- Is justice blind?
- Is it equally available?

Science vs justice:

- Malpractice
- Provider competence
- Patient abuse
- Animal research

Decision making ethics:

- Allocations of scarce medical resources
- Death definitions (brain death vs heart/lung death)
- Euthanasia (passive vs active)
- Rationing of health care
- Who shall live?
- Who shall receive what level of health care?
- Harvesting of organs (life state of donors)
- Court intervention in patient care decisions
- Minors right to consent (or refuse)

Health care policy:

- Allocation of health care dollars
- Access to health care

- National health care financing
- Role of school health nurse
- Conflicts of interest:
 - Maternal-fetal (fetus vs person)
 - Maternal-fetal (addiction)
 - Maternal vs paternal rights
 - Prenatal care
 - Role of nurse in ritual female circumcision
- Safeguarding client health and safety
 - Use of restraints
 - Continuity of care
 - Mandatory HIV testing of health care workers
- Nursing issues:
 - AD vs BSN in the clinical setting
 - Use of nurse extenders
 - Right to refuse assignments
 - Role of nurses in advanced practice
 - Collective bargaining
 - Treatment of chemically impaired nurse
 - Internships for new graduates
- Research:
 - Human embryo research
 - Fetal tissue transplants
 - Mapping the human genome
- Miscellaneous:
 - Mandatory HIV testing of clients
 - Mergers, acquisitions and contracts among health care providers
 - Third-party payer fraud
 - Confidentiality of clients' records
 - Risk vs responsibility of nurse providers
 - Health concerns re electromagnetic power lines

NUR 470 Topical Outline - Spring 1995

Session	Topic	Readings/Assignments
Jan 23	Introduction to course; What is an issue? Values clarification Film: <i>"Some Leaders are Born Women"</i>	Start Bernzweig
Jan 30	Historical background Film: <i>"Sentimental Women Need Not Apply"</i>	Chitty 1-3
Feb 6	Nursing in transition; Nursing philosophy ANA Social Policy Statement Film: <i>"Paradigm Shifts"</i>	Chitty 4-5, 9 Current Event due
Feb 13	Critical Thinking; Profession Film: <i>"And the Band Played On"</i>	Chitty 6-7, 23
Feb 20	Legal and Ethical Concepts ANA Code of Ethics; Ethical Case Analysis Film: <i>"Code Gray"</i>	Chitty 20-21; Current Event due
Feb 27	Judicial Process; Torts; Liability; Standards of Care; Breach of Duty; Informed Consent; Documentation	all of Bernzweig
Mar 5	Films: <i>"Nurse at Deposition"</i> ; <i>"Nurse at Trial"</i>	Current Event due Philosophy due
Mar 12	Hawai'i Revised Statutes and Regulations Mock Trial	on reserve in library
Mar 19	Nurses' Rights; Patients' Rights; Living Will; Right to Die Issues Film: <i>"Ethics in America: The Human Experiment"</i>	Ethical Case Study due
Mar 26	no class -- Spring Break	
Apr 2	Family, childbearing & childrearing issues; Treatment of minors; Gender-based issues; Community issues; Cultural concerns; Utilization of scarce resources Film: <i>"Ethics in America: Does Doctor Know Best?"</i>	
Apr 9	Socio-Political Environment; Power Issues in Nursing; Health Care Delivery Issues; Films: <i>"Nursing's Agenda"</i> ; <i>"Health Care Reform: Impact on Nursing"</i> ; <i>"Making the System Work for You"</i>	Chitty 13-15, 22 Legislative Project Due
Apr 16	Discipline Issues; Insurance; Licensure; Good Samaritan Laws; Extended Roles; Special care areas; Nurse as Employee; Professional Socialization Dialog Film: <i>"Prescriptive Authority"</i>	Chitty 8, 10-12
Apr 23	Debates/Paper Due	
Apr 30	Debates	
TBA	Final Exam	

*I've highlighted
ethics-specific
portions of the
curriculum, but
ethics related
topics occur
all the
time*