UNIVERSITY OF KENTUCKY
COLLEGE OF NURSING

REMINDER

Please consult the University of Kentucky Schedule of Classes for the following information:

1. Last day to withdraw from a course.
2. Last day to file for repeat option.

Please remember that the Add/Drop procedure must be initiated and carried out formally. It is not sufficient to simply start or stop attending a class. Please see the Office of Student Services for assistance with this procedure.
A variety of vignettes/case studies will be used to enable students to use decision-making processes to explore viable options to ethical dilemmas confronted in nursing practice. Delineation of facts and principles involved in each case will be prepared by the student in advance of each class in order for them to select a particular stance which they will then be prepared to defend.

COURSE OBJECTIVES:

At the conclusion of this course the student will be able to:

1. Employ a decision-making model compatible with one's own philosophy.
   1.1 Identify a variety of ethical decision-making models.
   1.2 Identify/recognize myths of ethical decision-making.

2. Use ethical principles as justification for moral judgments/positions taken.
   2.1 Identify ethical principles involved in practice dilemmas.
   2.2 Differentiate fact from opinion in moral reasoning.
   2.3 Identify inherent values in ethical problems.

3. Explain levels of moral development.

4. Participate in activities leading to values clarification.

5. Respect legitimacy of alternative options even though incongruent with one's own.

REQUIRED TEXT:


CRITERIA FOR COURSE EVALUATION:

Student performance in the course will be determined by the following criteria:

1. Class participation/attendance (faculty) = 10%

2. Participation in class presentation preparation (self and peer evaluation) = 10% (see p. 6)

3. Case analyses (faculty evaluation) (3 randomly selected for grading) = 20% (see p. 7)

4. Group presentation evaluation (faculty) = 10% (see p. 8)

5. Position paper (faculty evaluation) = 30% (see p. 9)

6. Final exam = 20%
ETHICAL DECISION MAKING
GUIDELINES FOR CASE PRESENTATION AND POSITION PAPER
(Adapted from Edge and Groves)

"Ethical decision making is at the very least a complex task. Practitioners must deal with facts, concepts, basic principles, and people. They must make decisions in an arena of passion, prejudice, and ambiguity. Regardless of the complexities, however, the fact remains that if we as health care providers are to be listened to as members of the health care team, it will be because we can support our views. Emotions alone - even if intensely felt and forcefully expressed in regard to an ethical problem - will not persuade others of the cogency of our views. The value attributed to our advice and decisions will be based directly on the reasoning that we have invested in the deliberative process." (Edge and Groves, 1994, p. XIV.)

To achieve the above, it is imperative that ethical decision making be done in a systematic fashion. There are numerous decision making frameworks available for your use. All generally address the same parameters which include the following basic steps.

1. DESCRIBE THE PROBLEM: Included in this description should be:
   - Which ethical principles are involved?
   - Who are the concerned parties/players?
   - Who owns the problem, i.e., who must make the decision when the time comes?

2. GATHER THE FACTS AND VALUES OF THE CASE. In addition to gathering the facts, distinguish between what is fact and what is opinion, what values are inherent in the case.

3. EXAMINE THE VARIOUS OPTIONS/ALTERNATIVES. Begin by examining those options/alternatives that seem most credible, but don't limit yourself to only those that seem most obvious or comfortable. The more options/alternatives you allow yourself to explore, the more likely you are to find an option/alternative you can support and defend. Try to include a minimum of three options/alternatives.

4. WEIGH AND EVALUATE EACH OPTION. Included in this step should be:
   - How will the selection of each option examined affect those persons you identified in Step 1?
   - Have you considered everyone's needs equally?
   - For each option under consideration, identify which ethical principle will be upheld, which will be sacrificed, and whether you can morally justify your decision.

5. MAKE YOUR DECISION AND ACT ON IT. BE PREPARED TO DEFEND YOUR DECISION AND YOUR ACTION BUT BE OPEN TO ALL MORALLY JUSTIFIABLE OPTIONS.
   - Defend your position against any possible objections.

6. EVALUATE THE RESULTS OF YOUR DECISION. (This step will not be required for the purposes of your case presentation or your position paper since you will not actually be implementing your decision.)

GUIDELINES FOR EVALUATION OF STUDENT PRESENTATIONS
Total points = 10 for peer average ranking for self-evaluation)

1. Students will be assigned to groups for presentation in class.

2. A minimum of at least one week prior to the date of presentation, the student group responsible for the presentation shall meet together to discuss the facts of the case, values/principles supporting various positions on how to resolve the case, plausible resolutions, and major arguments against each alternative. Each member shall come to the meeting prepared with his/her own analysis of the case to be presented.

3. At the time of the meeting, the group will construct a reference list of any reference materials used in preparing arguments. Reference lists should be typed according to APA style and submitted to faculty at the time of presentation.

4. Format of presentations:
   a. A spokesperson will be chosen.
   b. The spokesperson will introduce other group members and introduce the case. The spokesperson will also assume responsibility for leading discussion following the case presentation.
   c. Each member of the group is expected to contribute to development and presentation of the case in the format prescribed.
   d. Classroom participation is to be elicited.
   e. The spokesperson will be responsible for collecting student evaluations in an envelope provided by faculty immediately following the presentation.

5. For evaluation see page 6 for format for each student to use in evaluating own and others' participation in preparation for presentation.
Student being evaluated: ________________

Self/Peer Evaluation of Student Presentations

1. Describe the problem (2 points).
   - State the ethical dilemma
   - Ethical principles
   - Concerned parties and players
   - Who owns the problem

2. Gather the facts and establish the values involved in the case (2 points).

3. Examine the various options/alternatives (2 points).

4. Weigh and evaluate each option; moral justification (2 points).

5. Defense of position (2 points).

Total points possible = 10 points

Points assigned ________________

Student signature ________________
FACULTY EVALUATION OF CASE ANALYSIS
(One of these sheets is to be turned in each week that you are not responsible for
doing a presentation. The points earned will be an average of the six case
analyses turned in. Up to 20 points may be earned for this assignment.)

DESCRIBE THE PROBLEM (4 POINTS).
- Description of ethical dilemma
- Ethical principles identified
- Concerned parties/players
- Who owns the problem?

GATHER THE FACTS AND ESTABLISH THE VALUES OF THE CASE (4 POINTS)

IDENTIFY ONE OPTION/ALTERNATIVE (4 POINTS)

EVALUATE THE OPTION. GIVE MORAL JUSTIFICATION FOR OPTION (4 POINTS)

DEFEND THE DECISION (4 POINTS)

Student ____________________________ Points assigned _____________
FACULTY EVALUATION OF CASE PRESENTATION

DESCRIBE THE PROBLEM (2 POINTS).
- Description of ethical dilemma
- Ethical principles identified
- Concerned parties/players
- Who owns the problem?

GATHER THE FACTS AND ESTABLISH THE VALUES OF THE CASE (2 POINTS)

IDENTIFY ONE OPTION/ALTERNATIVE (2 POINTS)

EVALUATE THE OPTION. GIVE MORAL JUSTIFICATION FOR OPTION (2 POINTS)

DEFEND THE DECISION (2 POINTS)

Student ___________________________ Points assigned ______________
Faculty Evaluation of Papers

1. Describe the problem (5 points).
   - Description of dilemma presented
   - Ethical principles
   - Concerned parties/players
   - Who owns the problem?

2. Gather the facts and establish the values involved in the case (5 points).

3. Examine the various options/alternatives (5 points).

4. Weigh and evaluate each option; moral justification (5 points).

5. Defense of position (5 points).

6. APA format (5 points).

Total possible points = 30
Points assigned
Faculty signature
Class Objectives: Moral Development and Values Clarification

1. Define and discuss the concept of values.

2. Apply values in working with an ethical dilemma case.

3. Define and discuss the concept of moral development.

4. Apply moral development principles in resolving an ethical dilemma case.

Required readings:

Class Objectives: Ethical Theories and Ethical Principles

1. Contrast the two traditional ethical theories of deontology and utilitarianism and existentialism

2. Cite examples of contemporary ethical theories, e.g. Frankena's Theory of Obligation, Firth's Ideal Observer Theory, Rawls' Justice as Fairness Theory.

3. Differentiate between moral rules and principles.

4. Describe J. Rawls' criteria for moral principles.

5. Discuss the following principles:
   - Nonmaleficence
   - Beneficence
   - Respect for persons
   - Justice/fairness

Required readings:

Class Objectives: Ethical Decision Making

1. Identify purpose(s) of ethical decision making tools.
2. Discuss Curtin's three levels of ethical decision making.
3. Examine several tools for use in ethical decision making.
4. Apply an ethical decision making tool to a specific ethical dilemma.

Required reading:

SELECTED REFERENCES

Advance Directives


A matter of life and death ... decision to designate a sick child as not for resuscitation. (1992, July 1-7). Nursing Times, 88(27), 55.


SELECTED BIBLIOGRAPHY

Death and Dying


Freeman, E. (1992, Jan.-Mar.). Difficult choices ... the issue of nurse-assisted suicide. Journal of the Association of Nurses in AIDS Care, 3(1), 5.


Ethical Decision Making


Health Care and Public Policy

Aroskar, M.A. (1992, Fall). Ethical foundations in nursing for broad health care access. Scholarly Inquiry for Nursing Practice, 6(3), 201-205.

Informed Consent


Reproductive Issues


Finch, J. (1983, May). Participate or not? ... How nurses have become increasingly involved in carrying out pregnancy terminations. Nursing Mirror, 156(18), 38.


General


Restraints - Chemical


Restraints - Physical


Scarce Resource Allocation


**UNIVERSITY OF KENTUCKY**  
**COLLEGE OF NURSING**

**NUR 843: NURSING ETHICS**

*Wednesday, 12:00-12:50 p.m., CON 501 C & D*

**Class Schedule - Fall 1995**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>INSTRUCTOR</th>
<th>READINGS</th>
</tr>
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<tbody>
<tr>
<td>8/23/95</td>
<td>Introduction to course (Bring syllabus to class)</td>
<td>K. Sallee</td>
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<tr>
<td>8/30/95</td>
<td>Moral development and values clarification</td>
<td>B. Hosley</td>
<td>Chap. 1</td>
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<tr>
<td>9/6/95</td>
<td>Ethical theories and principles</td>
<td>K. Sallee</td>
<td>Chaps. 2 &amp; 3</td>
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<tr>
<td>9/13/95</td>
<td>Ethical theories and principles (cont’d)</td>
<td>K. Sallee</td>
<td>Chaps. 2 &amp; 3</td>
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<td>9/20/95</td>
<td>Ethical decision making</td>
<td>R. Assell</td>
<td>Review pp. 13-16, 19-25</td>
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<tr>
<td>9/27/95</td>
<td>Values clarification exercise</td>
<td>B. Hosley</td>
<td>Review previously assigned chapters</td>
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<td>10/4/95</td>
<td>In class analysis of ethical dilemma re: AIDS</td>
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<td>Chap. 6</td>
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<td>10/11/95</td>
<td>Discussion re: case analyses, presentations, evaluations, papers</td>
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<td>Review syllabus material</td>
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<td>10/18/95</td>
<td>Rights and obligations (1) (Privacy - confidentiality)</td>
<td>Small group discussion</td>
<td>Chap. 5</td>
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<tr>
<td>10/25/95</td>
<td>Rights and obligations (2) Professional gatekeeping</td>
<td>Small group discussion</td>
<td>Chap. 12</td>
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<td>11/1/95</td>
<td>Informed consent</td>
<td>Small group discussion</td>
<td>Chap. 4</td>
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<td>11/8/95</td>
<td>Abortion (Right to Life vs Pro Choice)</td>
<td>Small group discussion</td>
<td>Chap. 9</td>
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<td>11/15/95</td>
<td>Behavior control</td>
<td>Small group leader</td>
<td>Chap. 10 (Davis &amp; Aroskar)</td>
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<td>11/22/95</td>
<td>Public policy and health care delivery</td>
<td>Small group leader</td>
<td>Chaps. 10 &amp; 11</td>
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<td>11/29/95</td>
<td>Withholding and withdrawing life support</td>
<td>Small group leader</td>
<td>Chap. 7</td>
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<td>12/6/95</td>
<td>Euthanasia</td>
<td>Small group leader</td>
<td>Chap. 8</td>
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<tr>
<td>12/13/95</td>
<td>FINAL EXAMINATION AND EVALUATIONS, 10:30 a.m.-12:30 p.m.</td>
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(Wed.)

KS/im 3-9 8/16/94  
Rev KS/im 12/20/94; 8/22/95