COURSE TITLE  Applied Nursing Ethics
COURSE NUMBER  NUR 4826
CREDIT HOURS  2 Semester Hours
PRE/Corequisite  NUR 3167 Nursing Science II
                Permission of the Faculty

Course Faculty may be reached and/or voice mail accessed through the School of Nursing at (904) 620-2684.

COURSE DESCRIPTION

This course includes information required for examination of ethical decision-making in clinical practice. The focus is on values clarification, ethical theory, ethical decision-making models, and professional ethical standards. Emphasis is on ethical obligations of professional nurses in their roles as citizens, members of a profession, providers of care, and designers and managers of care.

Copyright:  UNF School of Nursing, Spring 2007
COURSE OBJECTIVES

At the completion of this course the learner will be able to:

1. clarify personal and professional values and recognize their impact on decision making and professional behavior.

2. apply the Code for Nurses and other professional guidelines to clinical practice.

3. select a clinically useful ethical decision-making framework that incorporates moral concepts, professional ethics, and law and respects diverse values and beliefs.

4. enable individuals and families to make quality-of-life and end-of-life decisions and achieve a peaceful death.

5. discuss the ethical obligations of the nursing profession to vulnerable populations.

6. discuss ethical issues related to access to care, allocation of resources, and global inequity in healthcare.

REQUIRED TEXTS


UNF School of Nursing Student Handbook, current edition.

RECOMMENDED TEXTS


LEARNING ACTIVITIES AND EVALUATION

Examinations, papers, presentations, and class participation

GRADING

The course is graded A-F according to the School of Nursing Grading Scale. In order to achieve a passing grade (defined by the School of Nursing as A-C), test average must be at least 70%. Then, and only then, will grades on other assignments be calculated into the final course grade.

TOPICAL OUTLINE

Values Clarification
  ⇒ Personal
  ⇒ Professional
  ⇒ Organizational

Ethical concepts:
  ⇒ Autonomy
  ⇒ Beneficence
  ⇒ Nonmaleficence
  ⇒ Veracity
  ⇒ Fidelity
  ⇒ Informed consent

Ethical theory
  Classic
    Deontology
    Teleology
  Contemporary
    Ethic of Care
    Feminist Ethics
    Justice Ethics
    Value Ethics

Ethical Issues
  Health care as a right
  Allocation of resources
  Abortion
  End of life issues
    Withdrawing and withholding
    Euthanasia
    Principle of double or second effect
  Vulnerable populations

Ethical Practice
  Code for Nurses
  Professional organization statements, positions
  Barriers to ethical practice
  Strategies for individual nurses

Ethical Decision-making
  Definition of dilemma
  Ethical I decision-making models
• **Grading Scale**
  Undergraduate Courses
  - A  92-100
  - A-  90-91
  - B+  88-89
  - B  82-87
  - B-  80-81
  - C+  78-79
  - C  70-77  70 is minimal passing grade
  - D  60-69
  - F  < 60

• **Laboratory Evaluation** Laboratory experiences will be evaluated based on achievement of course and program objectives through faculty observation during walk-through examinations and/or written tests. A rating of satisfactory represents satisfactory performance and a rating of unsatisfactory represents unsatisfactory performance. Regardless of theory grade, a student receiving an unsatisfactory evaluation in the laboratory component of a course will be assigned a course grade of F.

• **Clinical Evaluation** Clinical experience will be evaluated based on achievement of course and program objectives through faculty observation, verbal communication with student, written work, and agency staff reports using a Department of Nursing clinical evaluation form. Faculty reserve the right to alter clinical experiences, including removal from patient care areas, of any student to maintain patient safety and to provide instructional experiences to support student learning.

  A rating of satisfactory represents satisfactory performance and a rating of unsatisfactory represents unsatisfactory performance. All areas will be evaluated. Regardless of theory grade, a student receiving an unsatisfactory evaluation in the clinical component of a course will be assigned a course grade of F.

  For courses in which the clinical component is directly supervised by Faculty, mid-rotation evaluation conferences will be made available to each student. Final evaluation conferences with the faculty are mandatory and will be held during the last week of each clinical rotation. A student may request additional conferences at any time by contacting the clinical faculty.

  For courses in which the clinical component is a precepted experience, Faculty will visit the student and preceptor at each site to evaluate the student and the clinical experience. Preceptors will provide feedback to the student and Faculty regarding the student’s clinical performance and Faculty will provide feedback to the student and preceptor. The ultimate decision on the grade of satisfactory or unsatisfactory lies with the Faculty. Final evaluation conferences with Faculty are mandatory and will be held during the last week of each clinical rotation. A student may request additional conferences at any time by contacting the clinical faculty.
**INSTRUCTOR:** Dr. M. Catherine Hough

E-mail address: mhough@unf.edu  
Office Number: Building 39/2011  
Office Hours: TBA  
Phone Number: (904)620-1462

World Wide Web (WWW)

This syllabus including any last minute changes can be accessed through Blackboard. Please consult this site regularly.  
http://Bb6.unf.edu

**Internet Assignments:** All students will be expected to complete assignments utilizing the Internet.

**Attendance and Participation:** Attendance and participation are considered an integral part of the course.

**Learning Strategies:**

Lecture, group discussion and presentations, guest lectures in the field of Bioethics, Internet assignments using bulletin board, mock ethics committee consultations, and research.
ENABLING STRATEGIES AND EVALUATION TECHNIQUES

Classroom lecture and discussion 15%

Attendance of all class sessions and active participation in class discussion based on prior preparation via required and optional readings, completion of peer evaluations for group presentations, and direct participation in case studies of ethical dilemmas posted on Blackboard (all students must post at least two messages for each ethical dilemmas posted).

Group Presentations 15%

This portion is worth 10% of your final grade

*Grade will be based on Peer Evaluation and Instructor Evaluation*

Choose an ethical dilemma/issue of interest (obtain instructors approval if topic not on approved list on page 19. You will sign up for your presentation. Be sure to check that another group has not already signed up for your topic.

Examinations 70%

Take Home Exam 1 35%

Will relate to knowledge of ethical principles and theory – no more than three direct quotes, paraphrase and cite authors.

Final Exam 35%

Cumulative multiple choice
COURSE OBJECTIVE ONE

At the completion of this course, the learner will be able to clarify personal and professional values and recognize their impact on decision making and professional behavior.

Pre-requisite Knowledge

Reflective understanding of one’s own values.

Unit Objectives:

1. Identify personal significant values through a value clarification process.
2. Identify the significant values of the profession through a value clarification process.
3. Compare and contrast the concepts of moral obligation, legal obligation and ethical obligation.
4. Discuss the relationship of the caring ethic to the profession of nursing.
5. Discuss the potential impact of nurses’ personal values regarding the decisions and behavior of individuals on the delivery of nursing care.

   5.1 Drug use/abuse
   5.2 Domestic violence
   5.3 Alcoholism
   5.4 Sexual practices

5. Discuss cases derived from clinical practice with an emphasis on how individual or professional values influence decision making and outcomes.

Learning Resources:

Journal readings as assigned.
Butts & Rich - Chapters 4, 5 & 6 and pages 57-59
COURSE OBJECTIVE TWO

At the end of this course, the student will be able to apply a professional nursing code of ethics and professional guidelines to clinical practice.

Pre-requisite Knowledge

American Nurse’s Association Code for Nurses and International Council of Nurses Code of Ethics

Unit Objectives:

1. Discuss the interpretive statements of the American Nurse’s Association Code for Nurses.

2. Understand the non-negotiable character of the Code for Nurses.

3. Review and discuss position statements on ethical issues that have been developed and disseminated by professional nursing organizations.

4. Discuss cases derived from clinical practice with an emphasis on how professional ethical codes or position statements may apply.

5. Discuss cases derived from clinical practice with an emphasis on variations from professional ethical codes or position statements.

Learning Resources

Butts & Rich, Chapters 8, 9
Code for Nurses with Interpretive Statements
ICN Code of Ethics
COURSE OBJECTIVE THREE

At the conclusion of this course, the learner will be able to apply an ethical decision-making framework to clinical situations that incorporates moral concepts, professional ethics, and law and respects diverse values and beliefs

Pre-requisite Knowledge

The ability to reason soundly, think critically and analytically.

Unit Objectives

1. Describe the relationship between ethical theory, ethical decision-making frameworks and nursing practice.

2. Discuss ethical theories and principles involved in contemporary bioethics.

3. Compare and contrast various models of ethical decision-making and apply to individual nursing practice.

4. Discuss the use of communication, negotiation, and mediation skills in the ethical decision making process

5. Critically analyze and defend a position related to a healthcare ethical dilemma in nursing practice analyzing a case study of a healthcare related ethical dilemma using a decision making model of the student’s choice.

Learning Resources

Butts & Rich - Chapters 1, 2, 3, & 6
COURSE OBJECTIVE FOUR

At the end of this course, the learner will be able to enable individuals and families to make quality-of-life and end-of-life decisions and achieve a peaceful death.

Pre-requisite Knowledge

Unit Objectives:

1. Through the values clarification process, identify personal values regarding common ethical dilemmas in health care.
   1.1 Withdrawal and withholding of food and fluids
   1.2 Termination of pregnancy
   1.3 Termination of artificial life support
   1.4 Euthanasia

2. Review statements of selected professional nursing organizations and selected clinical agencies regarding the ethical dilemmas identified above.

3. Explore the ethical principle of double-effect.

4. Discuss strategies for supporting individuals and families in making decisions about end of life care.

5. Discuss alternatives for nurses whose personal values are in conflict with end-of-life decisions of individuals, families or physicians.

Learning Resources

Butts & Rich - Chapters 7, 10, 11
COURSE OBJECTIVE FIVE

At the end of this course, the learner will be able to discuss the ethical obligations of the nursing profession to vulnerable populations.

Unit Objectives:

1. Define the term vulnerable populations.
2. Identify vulnerable populations within the Jacksonville community.
3. Discuss examples of actual or potential situations where the rights or dignity of vulnerable populations have been compromised.
4. Discuss advocacy strategies for nurses to employ when dealing with vulnerable populations.

Learning Resources:

Butts & Rich. Chapters 15, 16
COURSE OBJECTIVE SIX

At the end of this course, the learner will be able discuss ethical issues regarding access to care, allocation of resources, and global inequity in healthcare.

Pre-requisite Knowledge

Basic understanding of the social/political/economic world; cultural sensitivity

Unit Objectives:

1. Discuss access to health care as a right or a privilege.

2. Discuss inequities in the healthcare system in the US.

3. Discuss the potential impact of ethnocentrism on individual nursing practice.

4. Discuss inequities in the global healthcare system, particularly with respect to variations between industrialized and emerging nations.

5. Discuss ethical dilemmas faced by nurses who work with individuals or families whose cultural practices directly contradict the personal and societal values of the nurse.

Learning Resources:

Butts & Rich - Chapters 13, 14, 18
GROUP PRESENTATION

**Group Presentation**

1. Group will consist of 4-5 students

2. Total time for presentation will be 35 minutes (including set up time, actual presentation and Q&A)

3. The group will select a topic that is an ethical dilemma. Please confirm that your topic is appropriate with the course instructor (Refer to “Guidelines for Group Presentation” on page 17)

4. Presentations will consist of (4) parts.
   - **Part 1** - One member of the group will be responsible for the introduction of the dilemma. You must give an overview of the issue, discuss its significance along with the context.
   - **Part 2** - Once member of the group will lay out the arguments (Pro or Con) from one point of view. You must defend arguments and possible arguments should be raised and defended.
   - **Part 3** - One member will mirror Part 2 but will take the opposite side and provide arguments.
   - **Part 4** - One group member will next attempt to resolve the issue using a model of EDM - you must defend your conclusions.
   - **Part 5** - One group member will discuss journal/research articles and conduct the post test.

5. Provide two annotated bibliography journal/research articles directly related to your topic
GUIDELINES FOR GROUP PRESENTATIONS

1. Provide handouts to fellow class members at beginning of class or if you wish you can e-mail the handouts to me at least 24 hours before your presentation and I will post them on Blackboard.

2. Provide detailed handout of group presentations, hard copy of PowerPoint slides, annotated bibliography articles in APA format, four question posttest to the instructor at the beginning of class, also e-mail a file containing PowerPoint slide presentation to instructor prior to the beginning of your presentation.

3. Clearly identify issue/topic outline of presentation and list of presenters, identify decision-making model used.

4. Know material:
   a. Research positions taken by experts on the topic
   b. Be sure to provide contradicting arguments

5. Be logical and orderly

6. Be creative: use videos, power point, tapes, handouts, simulations

7. Start on time and end on time - presentation 25 minutes and 5 minutes for questions and answers

8. Provide a 4 question posttest

9. Provide 2 annotated bibliography articles directly related to your topic (no longer than one typed page)

10. Grade will be determined through Peer Evaluation (30% of grade) & Instructor Evaluation (70% of grade)  
    “Peer Evaluation of Group Presentation” surveys will be posted on Blackboard.

    NOTE! After each class the peer evaluation survey will be available for you to complete. these surveys will be posted and available after class on Thursday evening and will be available for two days. Completion of the evaluation surveys will count for 50% of your attendance/participation grade

These surveys will only be available for 2 days (Friday & Saturday) until 11:55 PM on Saturday, after that time you will no longer be able to complete the group evaluation and receive credit toward your grade – NO EXCEPTIONS CAN BE MADE IF YOU MISS THE OPEN WINDOW.
Approved List of IDEAS FOR GROUP PRESENTATIONS

Note: You do not need to obtain instructor approval for paper topics if they appear on the list below. However you must sign up for your presentation topics so there are not duplicate presentations. I will bring a sign up sheet to class each class – be sure to have me approve you presentation topic.

Healthcare Professional - Patient Relationships
Death and Persistent Vegetative State
DNR Orders
Euthanasia
  • Active
  • Passive
Voluntary vs Non voluntary
Futile Care - Beginning of Life Issues - End of Life Issues
Genetics & Human Reproduction
  • Abortion
  • Cloning
  • In vitro Fertilization
Nurses Role/Responsibility
  • Conflict of Interest
  • Conscious Objection
Ethical Dilemmas
  • Nurse-Physician Relationships
  • Reporting Breaches of Ethical Standards
  • Truth-telling - Blowing the Whistle
Physician Assisted Suicide
Rationing
  • Oregon’s Plan
  • Universal Healthcare
  • Organ Transplantation
Research
  • Human & Animal Rights
Informed Consent
Take Home Exam

Using proper APA format (title page and numbering, citations & reference sheet) provide typed definitions for any 10 of the following terms and turn in the 5th class. There are numerous ethics books in the Library at UNF to use as references (must have at least four references in addition to any Internet resources. No more than three direct quotes – paraphrase and cite authors.

You must elaborate on the definitions and cite the experts, critically reflect, and provide examples along with why the term/concept is important to the nursing profession.

Choose any 7 of the following definitions to complete – all student must complete the 3 yellow highlighted terms for a total of 10 definitions for the take home exam.

1. Autonomy
2. Beneficence vs Nonmaleficence
3. Best Interest
4. Deontology vs Utilitarianism
5. Distributive Justice
6. Double Effects Doctrine
7. Ethical Dilemma
8. Ethical Principle
9. Informed Consent
10. Moral Development (Justice Ethics vs Care Ethics)
11. Negligence
12. Paternalism
13. Professional Code of Nursing (ANA & ICN)
14. Psychological Egoism vs Psychological Hedonism
15. Rights Ethics
16. Values
17. Withdrawing Treatment vs Withholding Treatment

GRADING of Take Home Exam

1. Definition – elaborate and cite experts – critical reflection 50%
2. Provide example along with why the term/concept is important to the nursing profession 25%
3. APA Format 25%
   • Proper APA format (citations, grammar, typing, margins, spelling, etc.)
   • Title Page
   • Reference page with at least four sources (books, journals) in addition to any Internet resources.
   • No more than three direct quotes, paraphrase and cite experts You will lose up to 10 points for excessive use of direct quotes (Excessive quotes are more than 3 for entire take home test).

100%

IMPORTANT!
The date your take home exam is due you must hand in a hard copy of the exam at the beginning of class and submit an e-mail MS doc file of your entire exam into the Bb course.
Autonomy is essentially independence. It involves being able to function on one’s own (Anderson, 2002). While this statement is factual, it is also simplistic. Being able to function independently requires competence. It requires that an individual must first evaluate his or her own values and beliefs. Then, those beliefs are to be reflected upon to determine if they are advantageous or desirable. This process results in the ability to initiate actions in which the outcomes are in effect the realization of one’s values (Bandman & Bandman, 2002).

Autonomy is the ability of an individual to choose his or her own actions. However, for a person to be truly autonomous those choices should be based on relevant information. Immanuel Kant, a modern deontological ethicist, believed that ethics was doing what one ought to do. By looking at autonomy from this perspective, one can see how withholding pertinent information is wrong and completely undermines a person’s autonomy. Withholding information may take many forms including lying, manipulation, or the purposeful omission of information (Volbrecht, 2002).

It is imperative that we as nurses consider a patient’s autonomy. So important, in fact, that it provisions for respecting autonomy are outlined in the American Nurses Association’s code of ethics for nurses. According the American Nurses Association (ANA), Code of Ethics for Nurses with Imperative Statements (2001), patient’s have the right both morally and legally to decide what treatments they will have administered. In order to do so as nurses, we are to provide that patient with sufficient, accurate, and easily understood information. Doing so gives the patient the ability to make an informed judgment. This judgment should be respected and upheld by the nurse or other health care team members involved. For example, a fifty year old female with a history of type two diabetes has developed chronic renal failure. Respecting this patient’s autonomy involves informing her of all treatment options (transplant, dialysis, or no treatment) and the benefits and consequences of those options. It is the nurse’s responsibly to be supportive during the decision making process. The patient’s decision may be to participate in treatment or refuse treatment. In any case the decision is to be made by the patient and should be respected by the staff.

The decision to respect a patient’s choice is not always this simple. For example, a patient with Chronic Obstructive Pulmonary Disorder may sign an advanced directive stating that he or she does not wish to be placed on a ventilator. However, if no legal surrogate is named to make health care decisions then family members share in the decision making process and can decide to place the patient on a ventilator (Volbrecht, 2002).
Extra Credit:
You can earn up to 8 extra points toward your final exam grade by completing this assignment. View the video (~60 minute video) in the library and answer the following questions. Responses need to be typed, double spaced with a title page.

The video is can be signed out for a 2 hours period in the Library under course reserves under Hough:

Title: The Deadly deception [videorecording] /
Format: Videorecording
Year: 1993
Location: Media – 1st floor – Course Reserves – R853.H8 D43 1993 [1 Week Loan]

If you decide to do the extra credit assignment it is due on November 16th, 2006

“The Deadly Deception”
by George Strait

Provide well though out critical reflections on the following questions.

1. What are the ethical issues?
2. Who is involved?
3. What ethical principles are relevant in this case?
4. Which of these principles have been violated?
5. Explain how?
6. By whom?
7. What is the government’s responsibility?
8. How can this be prevented in the future?