



**St. Luke's Hospital School of Nursing  
at Moravian College**  
Bethlehem, Pennsylvania  
Spring 2006



**NURSING 395: Ethical Dilemmas in Healthcare**

**Faculty:**

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Additional Hours by Appointment

**Catalog/Course Description:**

This course provides the foundation of ethical theories and bioethics relative to healthcare. The relevance of ethics to decision-making within the healthcare system is explored. Ethical issues that affect healthcare professionals and individuals across the lifespan are analyzed.

**Objectives:**

1. Understands ethical theory and its relevance to decision making within healthcare.
2. Contrasts the three ethical theories of deontology, teleology, and principlism as it relates to ethical dilemmas.
3. Uses the MORAL ethical decision making model to address ethical issues inherent within clinical practice and nursing research
4. Applies principles of health care ethics to justify ethical decisions that affect individuals across the lifespan.
5. Discusses the interdisciplinary role of the nurse as it relates to ethical decision-making.

**Required Textbook:**

Bandman, E. & Bandman, B. (2002). *Nursing ethics through the lifespan*. (4<sup>th</sup> ed.). New Jersey: Prentice Hall.

**Reeves Library Textbooks on Reserve**

Guido, G. W. (2001). *Legal and ethical issues in nursing*. (3<sup>rd</sup> ed). New Jersey: Prentice Hall.

Munson, R. (2004). *Interventions and reflection: Basic issues in medical ethics*. California: Tomson/Wadsworth.

Munson, R. (2003). *Outcome uncertain: Cases and contexts in bioethics*. California: Tomson/Wadsworth.

Volbrecht, R. M. (2002). *Nursing ethics: Communities in dialogue*. New Jersey: Prentice Hall

**Learning Service Accommodations:**

Students who have any learning disabilities or specific accommodations that needs to be made are advised to consult with Learning Services (Ex 1510). Students are also encouraged, yet not required to inform course faculty of those situations that can affect academic performance. Resources may be available to aid students who are experiencing academic difficulty.

**Course Requirements:**

Directives for graded course requirements are available online at the course Blackboard site. The URL for Blackboard is <http://blackboard.moravian.edu>

**Graded Requirements:**

- Reflective journals related to case studies ( **25%**)
  - Written movie critique using the MORAL ethical decision making framework as the basis for the critique (20%)
  - \*Argument Research Paper/Presentation (25%)  
Students will address an ethical issue across the lifespan such as:  
Nursing the childbearing family i.e. reproductive technology such as IVF and advanced maternal age ("granny pregnancies); selective reduction; fetal research/use of embryonic research); mandatory Newborn HIV testing; sperm retrieval from cadavers; human cloning; gender selection; marketing human embryos; eugenic sterilization  
Nursing care of children i.e. futile pediatric care; children's rights versus paternalism; life versus death decision making; the rights of the adolescent in quality of life cases  
Nursing care of the adult: HIV test reporting for public protection; right to refuse treatment for self or dependents; right to privacy and confidentiality; clinical trials  
Nursing care of the elderly: truth telling; competency matters; principles of equality and equal consideration, allocation of transplant organs, scarce medical resources; euthanasia and physician assisted suicide.
  - Class participation: Students will be required to actively participate in class discussion related to case studies. Discussion will be based on ethical theory or principles as they relate to the case. (10%)
  - Final Examination: (20%)
- \* **Writing Intensive Course:** Students who have elected to fulfill Writing Intensive Course Requirements for NURS 395 will be required to submit a formal research paper in addition to the presentation. The writing process will be refined in this assignment. Students (W-I) will submit drafts for instructor feedback and peer review prior to final submission for a grade.

**Attendance Requirements:**

**Class attendance is an expectation.** Students are expected to be prepared for all class meetings, to arrive on time, and to engage themselves in class discussion. Students who are not prepared may not be able to meet course standards and are at risk for course failure.

1. **If a student is late to class** more than one time, 1 point will be deducted from the final grade for each subsequent time s/he is late.
2. **If unable to attend a class**, please contact the course faculty *prior* to the class session to be missed via phone or notification of Department Secretary. Students who do not notify the faculty prior to a missed class and do not

present a valid excuse will have 1 point deducted from their final course grade for each unexcused absence. Faculty will determine whether or not a student's absence will or will not be excused. Students are responsible for obtaining any notes, handouts or other class items from classmates.

**Course Requirements:**

Directives for graded and satisfactory/unsatisfactory (S/U) course requirements are available online at the course Blackboard site. The URL for Blackboard is <http://blackboard.moravian.edu>.

**Academic Integrity:**

1. Evidence of plagiarism or academic dishonesty will be handled according to the college policy on academic honesty. This policy is described in the Moravian College Student Handbook. Plagiarism is the intentional use of another's words or ideas as your own. This can range from using another individual's direct words or changing the words without appropriate citation. *It also includes obtaining a paper from someone else, using text or images from the Internet, or submitting written material from a professional writing service.* Note: Using text or images on Powerpoint and web pages without proper citation is also considered plagiarism.

**Grading Policy:**

1. Assignments are expected on or before their due date. Five points per day will be deducted from a graded assignment or project grade for each day late up to 5 days. After that time assignments/projects will not be accepted and will earn a grade of 0.
2. The grading scale is as follows:

A	= 93-100	C	= 73-76
A-	= 90-92	C-	= 70-72
B+	= 87-89	D+	= 67-69
B	= 83-86	D	= 63-66
B-	= 80-82	D-	= 60-62
C+	= 77-79	F	= <60

## **Topical Outline**

### **I. Exploring the Foundations of Bioethics**

#### **A. Ethical Theories**

##### **1. Teleological theory/ Utilitarianism/ Jeremy Bentham**

- a. Principle of Utility
- b. Theory of Value
- c. Consequentialism
- d. Impartiality
- e. Application to Clinical Practice
- f. Efficacy of Utilitarianism

##### **2. Deontological theory/ Kantian Ethics**

- a. Categorical Imperative
- b. Hypothetical Imperative
- c. Rule as Universal Law
- d. Duty
- e. Application to Clinical Practice
- f. Efficacy of Kantian Ethics

##### **3. Moral Theology**

- a. Natural Law Theory of Roman Catholicism/Thomas Aquinas
- b. Principle of Double Effect
- c. Principle of Totality
- d. Application to Clinical Practice
- e. Efficacy of the Natural Law Ethics and Moral Theology

#### **B. Major Ethical Principles**

1. Principle of Nonmaleficence
2. Principle of Beneficence
3. Principle of Utility
4. Principle of Distributive Justice
  - a. Principle of Equality
  - b. Principle of Need
  - c. Principle of Contribution
  - d. Principle of Effort
5. Principle of Autonomy
  - a. Autonomy and Actions
  - b. Autonomy and Choices/Decision-Making
  - c. Restrictions on Autonomy
    - (1) Harm Principle
    - (2) Paternalism
    - (3) Legal Moralism
    - (4) Welfare Principle
6. Standards of Best Interest
7. Respect for Others

#### **C. Theories without Principles**

1. Virtue Ethics
  - a. Moral Virtues
  - b. Nonmoral Virtues
  - c. Moral Distress
  - d. Definition of Nursing Virtues
  - e. Application of Virtue Ethics to Clinical Practice
  - f. Efficacy of Virtue Ethics
2. Feministic Ethics
  - a. Equality
  - b. Care Ethics
  - c. Application of Feministic Ethics to Clinical Practice
  - d. Efficacy of Feministic Ethics

**D. Nursing Ethics**

1. Select Ethical Issues in Nursing/ Case Studies
  - a. Quantity versus Quality of Life
  - b. Futile Medical Care
  - c. Pro Choice versus Pro Life
  - d. Freedom versus Control
  - e. Veracity versus Deception
  - f. Allocation of Scarce Resources
  - g. Empirical Nursing Science Research versus Personal Beliefs
2. Role of the Nurse as a Decision Maker Relative to Ethical Dilemmas
  - a. Role on an Ethics Committee
  - b. Nurse as Client Advocate in Conflict Resolution
  - c. American Nurses Association (ANA) Code of Ethics
  - d. Role on Human Subjects Panels/IRB
  - e. Rights of Human Subjects in Research
  - f. Consent and Ethical Code

**E. Framework for Ethical Analysis**

1. MORAL Model
  - a. Massage the Dilemma
  - b. Outline the Options
  - c. Resolve the Dilemma
  - d. Act by Applying the Chosen Option
  - e. Look Back and Evaluate
2. Application of the MORAL Model to Select Case Studies
  - a. Liver Transplants for Recovering Addicts
  - b. Kidney Transplant for Non Compliant Diabetic
  - c. Exclusion of the Feminine Perspective in Treating Eating Disorders

**F. Ethical Issues Across the Lifespan**

1. Ethical Issues in the Childbearing Family
2. Ethical Issues Related to Abortion and Reproductive Technology
3. Arguments for and Against Saving Premature Infants and Special Needs Children
4. Futile Pediatric Care

5. Ethical Dilemmas in Adolescents
6. Moral-Philosophical Concerns in the Nursing Care of the Adult
7. Ethical Issues in the Nursing Care of the Elderly
8. Ethical Choices in Death and Dying

**G. Student Argument Paper/Presentations of Select Ethical Dilemmas**

**Course Schedule  
CLASS SESSIONS: TOPICAL OUTLINE  
Spring 2006**

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
<b>Week 1</b>		
Jan. 16	<b>Course Overview</b>	
Jan. 18  Jan. 20	<b>Teleological Theory/Utilitarianism</b>	<i>Read: Bandman: Chapter 1 Complete Questions 1-6 for Class Discussion Bandman: Chapter 5 Munson "Intervention and Reflection": 742-757 Reeves Library Reserve HIV Case Study (Jan 20)</i>
<b>Week 2</b>		
Jan 23, 25,	<b>Kantian Ethics</b>	<i>Bandman: Chapter 6 Complete Questions 1 and 7 for class discussion.</i>
Jan 27	<b>Rights Based Ethics</b>	<i>Munson, "Outcomes Uncertain": Chapter 4 Reeves Library Reserve</i>
<b>Week 3</b>		
Jan. 30	<b>Moral Theology</b>	<i>Munson, "Interventions and Reflections": 766-770 Reeves Library Reserve</i>
Feb 1  Feb 3	<b>Nursing Ethics</b>	<i>Bandman: Chapter 10  Munson, "Outcomes Uncertain": Chapter 9  ** Reflective Journal Due (Topic: Abortion)</i>

<u>Week 4</u>		
Feb. 6 Feb. 8	<b>Major Ethical Principles</b>	<i>Munson, "Interventions and Reflections" pp771-783 Reeves Library Reserve</i>
Feb. 10	<b>Theories Without Principles</b>	<i>Volbrecht, "Nursing Ethics: Communities in Dialogue" Chapter 4 and 5 ** Reflective Journal Due February 17 (Topic: Question #4 Page 128 in Volbrecht text) Reeves Library Reserve</i>
	<b>Feminist Ethics</b>	<i>Volbrecht, "Nursing Ethics: Communities in Dialogue": Chapter 6 Be prepared to discuss Questions # 2 and #6, page 199</i>
<u>Week 5</u>		
Feb. 13, 15, 17 Feb 17	<b>Ethical Issues in Today's Society</b>	<i>Ethical Issues in the Media Film TBA Reflective Journal #2 Due</i>
<u>Week 6</u>		
Feb. 20 Feb. 22	<b>Movie Critique Select Issues Ethical Issues in Nursing Impaired Infants and Medical Futility</b>	<i>Groupwork Munson, Interventions and Reflections: Chapter 10 Reeves Library Reserve Bandman: Chapter 11</i>
Feb. 24	<b>Allocation of Scarce Medical Resources</b>	<i>Munson, "Outcomes Uncertain" Chapter 7 Reeves Library Reserve</i>
<u>Week 7</u>		
Feb. 27	<b>Code of Ethics for Nurses</b>	<i>Volbrecht "Nursing Ethics: Communities in Dialogue, Chapter 265-277 Reeves Library Reserve Be prepared to give examples of clinical practice that relate to this code.</i>

<p>Mar. 1 Mar. 3</p>	<p><b>Role of Nurse as a Decision Maker Relative to Ethical Dilemmas Ethics Committee</b></p> <p><b>Research Ethics and Informed Consent Autonomy, Truth Telling, and Confidentiality</b></p> <p><b>Spring Break: No Classes Week of March 5</b></p>	<p><b>Guest Speaker</b></p> <p><i>Munson, "Outcomes Uncertain"</i> <i>Reeves Library Reserve Chapters 1 &amp; 2</i> <i>Movie Critique Due Mar. 3</i></p>
<u>Week 9</u>		
<p><b>Mar. 13</b></p> <p><b>Mar. 15</b></p> <p><b>Mar. 17</b></p>	<p><b>Framework for Ethical Analysis MORAL Model</b></p> <p><b>Application to Select Studies</b></p> <p><b>Application to Select Studies</b></p>	<p><i>Guido: "Legal and Ethical Issues in Nursing": Chapter 4 Reeves Library Reserve</i></p> <p><i>Discussion of Case Studies</i></p> <p><i>Discussion of Case Studies</i></p>
<u>Week 10</u>		
<p><b>Mar. 20</b></p> <p><b>Mar. 22</b></p> <p><b>Mar. 24</b></p>	<p><b>Ethical Issues Across the Lifespan Ethical Issues in the Childrearing Family</b></p>	<p><i>Bandman: Chapter 9</i> <i>Student Choice: Student will be prepared to discuss a reading from either a peer-reviewed journal or chapter from an Ethics textbook on select topic.</i> <i>Reflective Journal # 3 Due</i></p>
<u>Week 11</u>		
<p><b>Mar. 27</b></p>	<p><b>Ethical Issues Related to Reproductive Technology</b></p>	<p><i>Class Discussion</i></p>
<p><b>Mar. 29</b></p>	<p><b>Ethical Dilemmas in Adolescence</b></p>	<p><i>Bandman: Chapter 13</i></p>



Mar. 31	Moral-Philosophical Concerns in Nursing Care of the Adult	<i>Bandman: Chapter 14</i>
<u>Week 12</u>		
Apr. 3, 5, 7 Apr. 3 Dr. Miles	Ethical Issues in Nursing Care of the Elderly	<i>Bandman: Chapter 15</i>
Apr. 7		<i>Reflective Journal #4 Due</i>
<u>Week 13</u>		
Apr. 10	Ethical Choices in Death and Dying	<i>Bandman: Chapter 16</i>
Apr. 12  Student Presentations  Apr. 14 No Classes	<b>Reproductive Control</b> <ul style="list-style-type: none"> <li>• In Vitro Fertilization</li> <li>• Gamete Intrafallopian Transfer</li> <li>• Freezing Embryos</li> <li>• Eugenics</li> <li>• Cloning/Twinning</li> <li>• Selective Reduction</li> </ul>	<i>As assigned by groups</i>
<u>Week 14</u>		
Apr 17 No Classes Apr. 19 Student Presentations	<b>Genetic Control</b> <ul style="list-style-type: none"> <li>• Genetic Screening</li> <li>• Genetic Intervention</li> <li>• Gene Therapy</li> </ul>	<i>As assigned by groups</i>
Apr. 21 Student Presentations	<b>Euthanasia/Physician Assisted Suicide</b> <ul style="list-style-type: none"> <li>• Active/Passive Euthanasia</li> <li>• Self Administered versus Other Administered Euthanasia</li> <li>• Landmark Cases</li> <li>• Advance Directives</li> </ul>	<i>As assigned by groups</i> <i>Reflective Journal #5 Due</i>
<u>Week 15</u>		
Apr. 24	<b>HIV/AIDS</b>	<i>As assigned by groups</i>

<b>Student Presentations</b>	<ul style="list-style-type: none"> <li>• <b>Responsibility and Confidentiality</b></li> <li>• <b>HIV Testing</b></li> <li>• <b>Disclosue</b></li> </ul>	
Apr. 26 <b>Student Presentations</b>	<b>Medical Futility</b> <ul style="list-style-type: none"> <li>• <b>Genetic and Congenital Impairments</b></li> <li>• <b>Testing for Impairments</b></li> <li>• <b>Dilemma of Severe Prematuriy</b></li> <li>• <b>Arguments in Favor of Withholding Medical Care from Defective Infants</b></li> <li>• <b>Social Context</b></li> </ul>	<i>As assigned by groups</i>
<u>Week 16</u>		
Apr. 28 <b>Student Presentations</b>	<b>Clinical Trials</b> <ul style="list-style-type: none"> <li>• <b>Patient Rights</b></li> <li>• <b>Impact on Society</b></li> <li>• <b>Outcomes</b></li> </ul>	<i>As assigned by groups</i> <i>Argument Paper for W-I students due</i>
<u>Week 17</u>	FINALS WEEK	
<b>TBA</b>		



Application of the MORAL Model

2. Ethical Pluralism and Multiple Moral Standards