



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



**Spring 2007  
NURSING 395: Ethical Dilemmas in Health Care**

**Instructor: Maria L. Schantz, R.N., Ph.D.**

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Office: Collier Hall of Science—PPHAC      **Class Meets: MWF: 10:20 a.m.—11:10 a.m.**  
Classroom: Memorial Hall 302

Office Hours: MW: 11:30 a.m.—12:30 p.m. or by appointment

**Catalog/Course Description:**

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

**Objectives:**

1. To understand philosophical and scientific foundations for contemporary health care ethics, as well as their relevance to decision making within health care practice.
2. To understand basic ethical theories: Kant's Ethics of deontology/duty based ethics, Bentham & Mill's Utilitarianism, and Rawls's theory of justice as they relate to ethical dilemmas in health care practice.
3. To understand methods of moral reasoning in health care practice, e.g. clinical practice and nursing research.
4. To apply principles of health care ethics as a basis for ethical reasoning that affect individuals across the lifespan.
5. To discuss the interdisciplinary role of the professional health care provider as it relates to ethical decision making.
6. To challenge the consistency of each student's ethical thought.

**Required Textbook and readings:**

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

American Nurses Association (2001) *Code of ethics for nurses with interpretive statements*. Silver Springs, MD: American Nurses Association.

Recommended Readings/ Reeves Library Resources:

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

DeWolf Bosek, M. S., & Savage, T. A. (2007). *The ethical component of nursing education*. Philadelphia: Lippincott Williams & Wilkins.

Burkhardt, M. A., & Nathaniel, A. K. (2002). *Ethics & issues in contemporary nursing* (2<sup>nd</sup> ed.). Australia: Delmar Thomson Learning, Inc.

**Required Films (will be provided by instructor/available on blackboard: date TBA:**

Almodovar, Pedro (2002) *Talk to her*. Sony Pictures (114 minutes).

Sargent, Joseph. (2001). *Miss Evers' boys*. New York: Home Box Office/Anasazi Productions (118 minutes).

Nichols, Mike (2001) *Wit*. New York: Time Warner Production/Home Box Office (99 minutes).

**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:**

1. **Class attendance is an expectation.** Students are expected to be prepared and attend all classes. Moreover, there are no commercial breaks built into the course, so once class begins you must stay; if you leave early or if you wonder out and return, you will be counted absent for that day and will forfeit credit for that day's work. If there is an unavoidable reason why you must leave class early, let me know before class begins and outside the classroom. If you must miss class, it is your responsibility to get in touch with a classmate and to have the work done on time. Please, do not phone/e-mail/fax me to find out "what we did in class" and/or to ascertain whether "we are going to cover anything important in class ..." remember, you are responsible for your assignments.
2. **If unable to attend a class**, you are responsible for obtaining any notes, handouts, or other class items from classmates. **More than two unexcused absences or tardiness will result in a three points deduction** from the final course grade.
3. **Academic Honesty/ Integrity:** 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.
3. **Required format for manuscript preparation in this course is APA. If, at this late date, you are unfamiliar with it, please, try to learn it ASAP.**
  4. **There are no make up quizzes. There are no make up exams.** The dates for all quizzes and exams are given on the syllabus, except dates for surprise quizzes, which will be given at the discretion of the instructor. If you miss an exam or a quiz you will receive an F. Absences due to serious illness or to extreme circumstances will be dealt with on an individual basis.
  5. **Daily evaluation of attendance and preparation** is done according to the following scale:
    - 3: Well prepared for class, excellent performance in terms of quality and quantity; in other words, EXCELLENT.
    - 2: Prepared for class, good performance in terms of quality and quantity; in other words, GOOD.
    - 1: Present in class, but evidence of little or insufficient preparation.
    - 0: ABSENT.
  6. **ORAL WORK**: You are expected to participate in class discussions by asking and answering questions, arguing points, making presentations and reports, reading passages or exercises, etc. The type of activity will depend on the nature of the course unit being covered. You are expected to come to class prepared to engage in this component. You must speak up clearly and loud to be heard by everyone in the class (mumbling is not speaking). As chewing gum hinders effective oral communication, it will not be allowed during class time. Feel free to ask questions/clarifications if you do not understand assignment directives and/or your instructor/classmates; similarly, feel free to answer questions. I will not know how brilliant/diligent or confused you are unless you demonstrate it to me in the classroom.
  7. **Classroom Behavior and Etiquette**: We must maintain a courteous and productive environment during class. Out of respect for others and in the interest of learning, the use of cellular phones, beepers, etc., is not allowed in the classroom; please make sure they are turned off before coming to class. You are expected to pay attention and to behave properly; if your behavior is disruptive in any way, you will be asked to leave, will be counted absent for that day, and will earn a zero for that day's work. Sleeping in class is not allowed; if you want/need to sleep, stay home/in your dorm. If you fall asleep during class, you will receive one verbal warning; after the first incident you will be counted absent any time

you fall asleep during class, and will earn a zero for that day's work. Talking to other students during class is disrespectful and disruptive.

### **Methods of Evaluation:**

1. **Three quizzes bases on three films** (15 %)
2. **Ethical decision making case studies-two case studies** (10%)
3. **Written analysis of one film using the MORAL ethical decision making framework as the basis for the critique** (20%)
3. **Research Paper/Presentation** (25%)

### **For the \* Research Paper/Presentation:**

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.

4. **Class Participation:** Students will be required to actively participate in class discussion related to readings/case studies. Discussion will be based on ethical theories or principles as they relate to the case. (10 %)

5. **Final Examination:** (20%)

- **Writing Intensive Course:** Students who have elected to fulfill Writing Intensive Course Requirements for NUR 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.

### **Course Policy:**

In upholding the confidentiality rule, when class discussions are held on sensitive cases and students'/guest speakers' clinical practice stories, it is understood that those present will honor confidentially of information. In other words, what happens or is discussed in class, remains in class.

### Grading Policy/ Requirements:

The examinations are graded on a scale of 100. Assignments are expected on or before the due date. Five points per day will be deducted from the grade if assignments are handed in late. The grading scale is calculated using the following numerical equivalents:

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

### Course Schedule

#### CLASS SESSIONS: TOPICAL OUTLINE & ASSIGNMENT/Suggested Reading Spring 2007

Date	Topic	Assignment/Reading
<u>Week 1</u>		
<b>Jan. 15</b>	<b>Course Overview</b>	
<b>Jan. 17,</b>	<b>The Moral Significance of Nursing</b>	<b>Read:</b> <b>Bandman: Chapter 1</b> Prepare Questions 1-6 for Class discussion American Nurses Association (2001) <i>Code of ethics for nurses with interpretive statements.</i> Silver Springs, MD: American Nurses Association. (also found in Harkreader & Hogan: pp. 31- 32).
<b>Jan. 19</b>	<b>Utilitarianism in Nursing Ethics</b>	<b>Read:</b> <b>Bandman: Chapter 5</b> Prepare Questions 1-6 for Class discussion  <b>Munson's <i>Intervention and reflection.</i></b> pp. 743-752 (on reserve in Reeves).

<p><u>Week 2</u></p> <p>Jan. 22, 24</p> <p>Jan. 26</p> <p><u>Week 3</u></p> <p>Jan. 29</p>	<p><b>Kant's Ethics--Duty-Based Ethics: Universal Moral Principles</b></p> <p><b>Rights-Based Ethics</b></p> <p><b>Natural Law &amp; Moral Theology</b></p>	<p><b>Read:</b> <b>Bandman: Chapter 6</b> Prepare Questions 1-7 for Class discussion <b>Munson's <i>Interventions and reflections</i>: pp. 752-757</b> (on reserve in Reeves)</p> <p><b>Read:</b> <b>Bandman: Chapter 7</b> Prepare Questions 1-6.</p> <p><b>Read: <i>Munson's Interventions and reflections</i>: pp. 766-771.</b></p>
<p>Jan. 31</p> <p>Feb. 2</p> <p><u>Week 4</u></p> <p>Feb. 5</p> <p>Feb. 7</p>	<p><b>ETHICAL THEORY</b></p> <p><b>Theories Without Principles</b></p> <p><b>Major Moral Principles</b></p> <p><b>Virtue Ethics</b></p>	<p><b>Read: Burkhardt &amp; Nathaniel's Ethics &amp; Issues: Chap. 2, prepare questions 5, 6, 7, and 8.</b></p> <p><b>Read:</b> <b>Munson's <i>Interventions and reflections</i>: pp.784-790</b> (on reserve in Reeves)</p> <p><b>Read:</b> <b>Munson's <i>Interventions and reflections</i> : 771-783</b> (on reserve in Reeves)</p> <p><b>Read: Bandman: Chap 4</b> Prepare questions 1-9.</p>

Feb. 9	Feminist Ethics	Read: Munson's <i>Intervention and reflection</i> : pp.790-793
<u>Week 5</u> Feb. 12	Ethical Principles	Read: Burkhardt & Nathaniel's <i>Ethics &amp; issues</i> , Chap. 3—Prepare questions and activities 1-7
Feb. 14	Model of Professional Relationships Foundation of Health Care & Nursing Practice – A Value Framework	Read: Bandman: Chap. 2, prepare questions 1-4. Also consult the American Nurses Association (2001) <i>Code of ethics for nurses with interpretive statements</i>
Feb. 16	Nursing Ethics & Professional Issues	Read: Burkhardt & Nathaniel's <i>Ethics &amp; issues</i> : Chap. 8; prepare questions and activities 1-8.
<u>Week 6</u>		
Feb.19	Ethical Theory – Forging a Personal & Professional Worldview	Read: Burkhardt & Nathaniel' Chap. 4 & 5; prepare questions and activities pp. 78 and 90.
Feb. 21	Gender Issues	Read: Burkhardt & Nathaniel's <i>Ethics &amp; issues</i> : Chap. 17; prepare questions and activities 1-6.
Feb. 23	Transcultural and Spiritual Issues	Read: Burkhardt & Nathaniel's <i>Ethics &amp; issues</i> : Chapter 18 Prepare Questions and activities 1-8.
<u>Week 7</u> * Feb. 26	Group Work ( <b>Case Studies</b> )	Distributed in class

<p><b>*Feb. 28</b></p>	<p><b>1<sup>st</sup> Quiz based on Miss Evers' Boys film</b></p> <p><b>Race, Gender, and Medicine</b></p> <p><b>Film: <i>Miss Evers' Boys</i> (118 minutes)</b></p> <p><b>Based on the shocking true story. The film exposes a 40 year government based medical research effort on humans which led to tragic consequences. It is 1932 when loyal, devoted Nurse Eunice Evers is invited to work with Dr. Brodus and Dr. Douglas on a federally funded program to treat syphilis patients in Alabama. Free treatment is offered to those who test positive for the disease. But when the government withdraws its funding, money is offered for what will become known as "The Tuskegee Experiment", a study of the effects of syphilis on patients who don't receive treatment. Now the men must be led to believe they are being cared for, when in fact they are being denied the medicine that could cure them. Miss Evers is faced with a terrible dilemma – to abandon the experiment and tell her patients or to remain silent and offer only comfort. It is a life or death decision that will dictate the course not only of her life, but the lives of all of Miss Evers' Boys.</b></p>	<p><b>Available on Blackboard for repeat viewing</b></p> <p><b>Read: Munson's <i>Intervention &amp; reflection: Chap 4, pp. 212-264</i> (on reserve in Reeves)</b></p> <p><b>Reaction to Film: After the Quiz-- Class time will be reserved to discussion related to reaction to film, which must be viewed prior to coming to class.</b></p>
<p><b>March 2</b></p> <p><b>Week of March 5</b></p>	<p><b>Race, Gender, and Medicine cont'd</b></p> <p><b>SPRING RECESS</b></p>	<p><b>Read: Munson's <i>Outcome uncertain</i>, Chap 4, pp.105-144 (on reserve in Reeves)</b></p>



<p><b>Week 8</b> <b>March 12</b></p>	<p><b>Legal Issues</b></p>	<p><b>Read: Burkhardt &amp; Nathaniel's Ethics &amp; issues: Chap 7; prepare questions and activities 2-10.</b></p>
<p><b>March 14</b></p>	<p><b>Ethical Theories &amp; Professional Issues</b> <b>CASE STUDY Presentations</b> <b>(5 STUDENTS—8 minutes per student)</b></p>	<p><b>Read: Burkhardt &amp; Nathaniel's Ethics &amp; issues: chap 2; prepare discussions and activities</b></p> <p><b>***Each group will select one of the eight assignments from p. 38 and present it in class.</b></p>
<p><b>March 16</b></p>	<p><b>Nursing Ethics: Ethical Issues Across the Life Span—Ethical Issues in the Childbearing Family</b> <b>CASE STUDY Presentations</b> <b>(5 STUDENTS—8 minutes per student)</b></p>	<p><b>Read: Bandman: Chap 9. Prepare questions 1-5.</b></p>
<p><b>Week 9</b></p>	<p><b>Nursing Ethics: cont'd</b> <b>CASE STUDY Presentations</b> <b>(5 STUDENTS—8 minutes per student)</b></p>	<p><b>Read: Bandman: chap 10. Prepare questions 1-5.</b> <b>DeWolf Bosek &amp; Savage' <i>The ethical component</i>: Chap. 13</b></p>
<p><b>March 21</b></p>	<p><b>Impaired Infants and Medical Futility</b> <b>CASE STUDY Presentations</b> <b>(5 STUDENTS—8 minutes per student)</b></p>	<p><b>Read: Bandman: Chap 11. Prepare questions 1-4.</b> <b>Munson's <i>Interventions and reflections</i>: Chapter 10</b></p>
<p><b>March 23</b></p>	<p><b>Allocation of Scarce Medical Resources</b> <b>CASE STUDY Presentations</b> <b>(6 STUDENTS—8 minutes per student)</b></p>	<p><b>Read: Munson's <i>Outcomes uncertain</i>: Chapter 7 (on reserve in Reeves)</b></p>

<b><u>Week 10</u></b>		
March 26	Research Ethics and Informed Consent	Read: Badman: Chap 8; prepare questions 1-6
March 28	Advocacy Issues –Patient Empowerment	Read: Burkhardt & Nathaniel’s <i>Ethics &amp; issues</i> : Chap 20; Prepare questions and activities 1-7.
*March 30	<p><b>2<sup>nd</sup>. Quiz—Based on <i>Wit</i> film</b></p> <p><i>Wit</i></p> <p>Vivian Bearing is an English professor with a biting wit that educates and also alienates her students. With her teaching and life both rigidly out of control, Vivian would never let down her defenses, until the day comes when they are taken down for her. Diagnosed with a devastating illness, Vivian agrees to undergo a series of procedures that are brutal, extensive and experimental. For eight months her life must take an uncharted course. No longer a teacher, but a subject of others to study, Vivian Bearing is about to discover a fine line between life and death that can only be walked with wit.</p>	<p>Assignment: View <i>Wit</i> before coming to class</p> <p>Read: DeWolf Bosek &amp; Savage’s <i>The ethical component</i>: Chap 8, pp.126-136; Prepare 1-4.</p>
<b><u>Week 11</u></b>		
* April 2	<p><b>3<sup>rd</sup>. Quiz on <i>Million Dollar Baby</i></b></p> <p><i>Million dollar Baby</i> (144 minutes)</p> <p>Frankie Dunn has trained and managed some incredible fighters during a lifetime spent in the ring. The most important lesson he teaches his boxers is the one that rules life: above all, always protect yourself. In the wake of a painful estrangement from his daughter, Frankie has been unwilling to let himself get close to anyone for a very long time. His only friend, Scrap, an ex-boxer who looks after Frankie’s gym, knows that beneath his gruff exterior is a man who has been</p>	<p>Assignment: View <i>Million Dollar Baby</i> before coming to class</p> <p>Read: Burkhardt &amp; Nathaniel’s <i>Ethics &amp; issues</i>: Chap 11, Prepare questions and activities 1-10</p>

	<p>seeking, for the past 25 years, the forgiveness that somehow continues to elude him. Then Maggie Fitzgerald walks into his gym...</p> <p>Maggie Fitzgerald, a poor thirty-one year old waitress from the very lower classes and with a dysfunctional family, decides to make a difference through boxing. She convinces the experienced hardened boxing trainer Frankie Dunn to coach her and be her manager, with the support of his old partner Eddie Scrap-Iron Dupris, who sees Maggie's potential as a boxer. Frankie has a problematical relationship with his daughter, and practically adopts Maggie along her career, until fate strikes...</p>	
<p>April 4</p>	<p>Ethical Issues in Nursing Care of Children</p>	<p>Read: Badman: Chap 12; prepare questions 1-2</p>
<p><u>Week 12</u> April 11</p>	<p>Ethical Dilemmas in Adolescence</p>	<p>Read: Badman: chap 13; prepare questions 1-5.</p>
<p><b>*April 13</b></p>	<p><b>Discussion groups.</b> Students will be prepared to discuss a reading from either a peer-reviewed journal or chapter from an ethics textbook.</p>	<p>Read: Burkhardt &amp; Nathaniel's Ethics &amp; issues: Chap 19; prepare questions and activities 2-8</p> <p><b>***Movie critique due.</b> Group Work discussion; however, each student will submit to the instructor a hard copy written movie critique based on his/her selected ethical theory.</p>

<b><u>Week 13</u></b>		
April 16	<b>Moral-Philosophical Concerns in Nursing Care of the Adult</b>	<b>Bandman: Chapter 14</b>
		<b>Prepare questions 1-3 for Class discussion</b>
April 18	<b>Ethical Issues in Nursing Care of the Elderly</b>	
		<b>Read: Badman: chap. 15; prepare questions 1-5.</b>
April 20	<b>Ethical Choices in Death and Dying</b>	
		<b>Read: Badman: Chap 16; prepare questions 1-4.</b>
<b><u>Week 14</u></b>		
<b>April 23</b>	<b>Reproductive Control</b>	<b>As assigned by groups</b>
Student Presentations	<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>	
April 23,		
<b>April 25,</b>	<b>Genetic Control</b>	<b>As assigned by groups</b>
Student Presentations	<ul style="list-style-type: none"> <li>• Genetic Screening</li> <li>• Genetic Intervention</li> <li>• Gene Therapy</li> </ul>	
April 27	<b>Euthanasia/Physician Assisted Suicide</b>	<b>As assigned by groups</b>
	<ul style="list-style-type: none"> <li>• Active/Passive Euthanasia</li> <li>• Self Administered versus Other</li> <li>• Administered Euthanasia</li> <li>• Landmark Cases</li> <li>• Advanced Directives</li> </ul>	
	<b>LAST DAY OF CLASSES</b>	
<b><u>Week 15</u></b>		
	<b>FINALS WEEK—</b>	
	<b>Final Examinations--TBA</b>	

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