



**St. Luke's Hospital School of Nursing
at Moravian College**
Bethlehem, Pennsylvania
Spring 2008



“Human beings should keep learning as long as they are ignorant, i.e., as long as they live.”
(Seneca 4? B.C.-A.D. 65)

COURSE TITLE: NURSING 395: Ethical Dilemmas in Health Care

TERM: Spring 2008

CREDIT HOURS: Three

CLASS SCHEDULE: Theory Hours: MON., WED., & FRI: 10:20 a.m. -11:10 a.m.
No clinical hours required.

FACULTY:

Dr. Maria L. Schantz, PhD, RN, CEN
Office Location: Collier Hall Nursing Complex –PPH Science
Building
Phone: (610) 625-7812
E-mail: schantzm@moravian.edu
Office Hours: Mon. Wed. 11:30 a.m. 12:30 p.m. and by
appointment

PREREQUISITES: No prerequisites required

REQUIRED TEXTS:

Butts, B. & Rich, K. L. (2008). *Nursing ethics across the curriculum and into practice* (2nd ed.). Boston: Jones and Bartlett Publishers.

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

American Nurses Association (2003) *Nursing's Social Policy Statement*. (2nd) Silver Springs, MD: American Nurses Association.

American Nurses Association (2003) *NURSING: Scope and standards of practice*. Silver Springs, MD: American Nurses Association

Reeves Library TEXTS on RESERVE:

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

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

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.

STUDENT LEARNING OUTCOMES:

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

1. Identify the purposes of ethical theory and its relevance to decision making within healthcare practice.
2. Compare & contrast the three ethical theories of deontology, teleology, and principlism as each theory relates to ethical dilemmas.
3. Use the MORAL ethical decision-making model to address ethical issues inherent within clinical practice and nursing research.
4. Challenge the consistency of his/her ethical worldview.
5. Apply principles of healthcare ethics to justify ethical decisions that affect individuals across the lifespan.
6. Examine and discuss the interdisciplinary role of the nurse as it relates to ethical decision-making.

TEACHING METHODS:

The predominant emphasis of the course will be on seminar/problem-posing dialogical education and interactive/cooperative group activity learning. To that end, the course will include the following modalities: case studies presentations and discussions; selected movies viewing and critique; and, possibly, guest speakers. Lectures will be used as appropriate. Online format supported by the Blackboard software platform. The URL for Blackboard is <http://blackboard.moravian.edu>

METHODS OF EVALUATION

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|---|-----|
| 1. Class Participation | 10% |
| 2. Final Examination | 20% |
| 3. Reflective journals related to case studies | 25% |
| 4. Written movie critique using the MORAL ethical decision-making framework as the basis for the critique | 20% |
| 5. *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 or “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 i.e. 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 i.e. truth telling; competency matters; principles of equality and equal consideration, allocation of transplant organs, scarce medical resources; euthanasia and physician assisted suicide.

Scholarly Paper:

*Writing Intensive Course: Students who have elected to fulfill Writing Intensive Course Requirements for NUR 360 will be required to submit an 8-10 page scholarly/research on the assigned topic in addition to the presentation. The paper will follow the same format as the presentation. Students will write a rough draft which will be peer edited. (Final drafts will be reviewed by a member of the Writing Center prior to submission to the instructor). This writing assignment is worth 25% of the total course grade. It must be written in accordance with American Psychological Association (APA) guidelines. Failure to cite sources will result in an automatic 0 (zero). This paper will be typed and grammatically correct. It is critical that spell and grammar checks be done. The paper should be 8-10 pages in length and typed in Times Roman using a 12 point font. An abstract is not necessary.

Grading:

Students in each group will be given the option of whether to receive a group grade or an individual grade. The group will come to a consensus and then notify the instructor of the decision prior to the presentation. Students who are

Writing Intensive will receive a grade on the paper and not a presentation grade.

6. **Tardiness for written assignments:** Assignments are expected on or before their due date. The instructor reserves the right to deduct 5 (five) points per day from the grade if assignments are handed in late.

The Grading Scale Policy for NUR 360 is as follows:

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

NOTE: Students are encouraged to read/review the MC Grades and Quality Points criteria as described in the *Moravian College Catalog 2006-2008* pp. 46-47.

ATTENDANCE:

Students are expected to attend and be prepared for class. Preparation requires: completion of assignments prior to coming to class and actively participation in class activity. If unable to attend a class, please contact the instructor at least one hour before class via phone or e-mail.

Any absence from class must be accompanied by an appropriate written verification of absence (physician/nurse practitioner's note for illness or emergency circumstances). Absences without appropriate written verification will be deemed as unexcused and the instructor reserves the right to deduct 1 (one) point off from the final course grade for each unexcused absence.

In addition, there are no commercial breaks built into the course, so once class begins students must stay. If they leave early or wonder out and return, they will be counted absent for that day's work. If there is an unavoidable reason why a student must leave class early, let me know before class begins. If a student must miss class, it is his/her responsibility to get in touch with a classmate for obtaining any notes, handouts or other class items and to have the work done on time. Please, do not phone/e-

mail/fax me to find out “what we did in class?” ...
remember, you are responsible for your assignments.

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

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 during class activity as student incivility will not be tolerated. Examples of incivility may include, but are not limited to, use of profane language, inappropriate confrontation with others, violating confidentiality, or misuse of college property. 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. The course faculty member reserves the right to dismiss the student from the classroom if actions are deemed inappropriate.

ACADEMIC HONESTY/PLAGIARISM POLICY:

All written assignments must adhere to the APA 5th edition format with proper recognition to another’s work. Plagiarism is the intentional use of another’s works or ideas as your own. This may range from using another individual’s direct words or changing the words slightly (paraphrasing) without the appropriate citation, to

purchasing Papers from the Internet or a professional writing service. Please consult the Academic Regulations session of the *Moravian College Catalog 2007-2008* on p. 46. Violations or suspected violations will incur serious consequences.

DISABILITIES:

Students with a documented disability who wish to request course accommodations should contact the Director of the Learning Services (Ex. 1510).

APPENDICES:

The syllabus and methods of course delivery are subject to change at the discretion of the instructor.

It is within the instructor's discretion to apply qualitative judgment in determining the grades for an assignment or for the course.



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TOPICAL OUTLINE

Week	Date	Topics	Assignments Due	Readings
Week 1				
	Jan.14, 2008	Course Introduction General Overview		
	Jan.16 -18	Intro to Ethical Philosophy, Theories, & Approaches	Do Ethical Reflections exercises on pp. 10, 11, 22, and 23 in Butts & Rich	Butts & Rich Chap 1
Week 2	Jan.21- 23	Intro to Bioethics, Nursing Ethics, and Ethical Decision- Making	Do Ethical Reflections exercises on p. 65 and Case Study on p. 73 in Butts & Rich	Butts & Rich Chap 2
	Jan. 25	Ethics in Professional Nursing Practice		Butts & Rich Chap 3
Week 3	Jan. 28,	Ethics in Professional Nursing Practice	* Reflective Journal Due (Topic: Advocacy)	Butts & Rich American Nurses Association (2001) <i>Code of ethics for nurses with interpretive statements - Appendix A</i> and The ICN Code of Ethics for Nurses – Appendix B DeWolf Bosek & Savage, Chap 8

	Jan. 30, Feb. 1st	Ethics in Organizations and Leadership	With a classmate do Ethical Reflections exercises on pp. 138, 139, 140 in Butts & Rich	Butts & Rich Chap 4
Week 4				
	Feb. 4- 6- 8 Feb. 8	Reproductive Issues and Nursing Ethics	Do Ethical Reflections exercises on pp. 173, 179, 181 and Case Study on p. 190 in Butts & Rich ** Reflective Journal Due (Topic: Abortion)	Butts & Rich Chap 5 Munson, "Outcomes uncertain" : Chap 9 Articles: 1.) "When does life begin? "Scientific myths and Scientific facts" by Dianne N. Irving & 2.) Poverty, facts, and political philosophies" by Peter Singer
Week 5	Feb.11,	Ethical Issues in the Media "The Tuskegee Experiment"	*Group Discussion	Prior to class Students will view the movie Miss Evers' Boys -Available on Blackboard— class time will be reserved to discussion related to reaction to film In Addition,

	Feb.13, 15	Race, Gender, and Medicine	With a classmate Do Decision Scenario #s: 1, 2, 3,4, 5, and 6 in Munson, pp.269- 272	Students will research and bring to class an article related to the issue of Informed consent Munson, <i>Intervention & reflection</i> , Chap 4
Week 6	Feb. 18, Feb. 20, 22 Feb. 22	Infant and Child Nursing Ethics	With a classmate Do Ethical Reflections exercises, pp. 207, 211, and case study pp. 226-227 Do a lit/internet research on the case of Terri Schiavo and be ready to present it in class	Butts & Rich Chap 6
Week 7	Feb. 25, 27, Feb. 29	Adolescent Nursing Ethics	With a classmate Do Ethical Reflections exercises on pp. 248, 253, 259, and case study p.270 in Butts & Rich	Butts & Rich Chap. 7
Week 8				
	March 3,5, and 7	Spring Break— NO CLASSES		

Week 9				
	March 10,12, March 14	Adult Health Nursing Ethics Death & Dying Issues	With a classmate do Ethical Reflections exercises on pp. 283, 293, 300, and case study on pp. 305-306	Butts & Rich Chap 8 Prior to class Students will view the movie <i>Wit</i> -Available on Blackboard—class time will be reserved to discussion related to reaction to film
Week 10				
	March 17, 19	Gerontological Considerations Ethics and the Nursing Care of Elders	With classmate Do Ethical Reflections exercises on pp. 356, 361, 372, 373	Butts & Rich Chap 10
Week 11				
	March 24	Euthanasia Issues Guest Speaker--TBA	Do Ethical Reflections exercises on pp. 464,468, and (Read all the cases in this chapter related to the issue of	Prior to class Students will view the movie <i>Million Dollar Baby</i> -Available on Blackboard—class time will be reserved to discussion related to reaction to film

	March 26,		Medical Futility Decisions)	Butts & Rich Chap 12
	March 28		***Movie Critique Moral Ethical Critique Due	
Week 12				
Week 13	March 31, April 2	Psychiatric/Mental Health Nursing Ethics	With classmate do Ethical Reflections exercises on pp. 320, 325, 328	Butts & Rich Chap 9
	April 4	Community/Public Health Nursing Ethics	With a classmate do Ethical Reflections exercises on pp. 405, 409, 411, 412	Butts & Rich Chap11
	April 7-9- April 11	Cases and Guest Speaker – TBA International Dilemmas in Health Care		Independent reading and study
Week 14	April 14	**Student Presentations	Possible Research Issues: Reproductive Control <ul style="list-style-type: none"> • In Vitro Fertilization • Gamete Intrafallopian Transfer • Freezing 	<i>As assigned by groups</i>

	<p>April 16</p>	<p>** Student Presentations</p>	<p>Embryos</p> <ul style="list-style-type: none"> • Eugenics • Cloning/ Twinning • Selective Reduction 	<p><i>As assigned by groups</i></p>
	<p>April 18</p>	<p>** Student Presentations</p>	<p>Genetic Control</p> <ul style="list-style-type: none"> • Genetic Screening • Genetic Intervention • Genetic Therapy <p>Do-Not- Resuscitate Directives for Pennsylvania and Student Nurse's home State</p> <p>Good Samaritan Law in Pennsylvania and Student Nurse's home State</p> <p>Euthanasia and Physician Assisted Suicide</p> <ul style="list-style-type: none"> • Active/ • Passive Euthanasia • Self Administered <p>vs</p> <ul style="list-style-type: none"> • Other Administered Euthanasia • Landmark Cases • Advanced Directives 	<p><i>As assigned by groups</i></p>

Week 15				
	April 21	**Student Presentations	HIV/AIDS *Responsibility and Confidentiality *HIV Testing *Disclosure	<i>As assigned by groups</i>
	April 23	** Student Presentations	Medical Futility *Genetic and Congenital Impairments *Testing for Impairments * Dilemma of Severe Prematurity *Arguments in Favor of Withholding Medical Care from Defective Infants *Social Context	<i>As assigned by groups</i>
	April 25	**Student Presentations	Clinical Trials * Patient Rights * Impact on Society * Outcomes	<i>As assigned by groups</i>
Week 16	April 28- May 3	Final Exam		

The Instructor reserves the right to assign additional readings, alter course content and/or course sequence as needed, and use qualitative judgment in determining the grades for assignments and exams.

