



**St. Luke's Hospital School of Nursing
at Moravian College**
Bethlehem, Pennsylvania
Spring 2009



“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)

- DATE:** Spring 2009
- COURSE NUMBER:** NUR 360
- COURSE TITLE:** Ethical Dilemmas in Health Care
- COURSE FACULTY:** Maria L. Schantz, PhD, RN
Assistant Professor
Office: Hamilton 100
Phone: 610-625-7812 (Office)
E-mail: schantzm@moravian.edu
Class meets: Mon. Wed., Fri.: 7:30 a.m. -8:40 a.m.
Location: PPHAC 301
Office Hours: Mon. Wed. 11:30 a.m.- 12:30 p.m.
and/or by appointment
- COURSE CREDITS:** Course Units: 1
Theory Hours: 3
No clinical hours required
- 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.
- 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.

REQUIRED READINGS on reserve in Reeves Library:

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

Irvin, D. N. (1999). When does life begin? "Scientific" myths and scientific facts. *International Journal of Sociology and Social Policy*, 19(3/4), 22-47. Retrieved February 1, 2006, from http://lifeissues.net/writers/irv/irv_01lifebegin.txt

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.

Singer, P. (2005). Ethics and disability: A response to Koch. *Journal of Disability Policy Studies*, 16(2), 130-133.

* **Additional readings may be assigned during this course**

* **This syllabus is subject to changed**

STUDENT LEARNING OUTCOMES:

At the 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.

COURSE MATERIALS: Related course material (e.g., course documents, power points, directives for assignments) can be obtained on the course Blackboard site

TEACHING/LEARNING METHODS:

The student will engage in this seminar/problem-posing dialogical education in a learner-centered fashion with primary ownership for his/her own learning. Using the guides in the syllabus, directives, Blackboard materials, and seminar discussions and presentations, the student will devise a learning plan for the course. The statements below define activities that the student will be expected to accomplish during the course.

- 1.) Students will critically evaluate selected Ethical theories and related research through seminar discussions, formal presentations, quizzes/questions assignments, case studies, written critiques of movies (i.e., those selected for viewing), group discussions, interactions with possible guest speakers, and final examination. See directives:
 - Course/Class Participation
 - Movie Critique
 - Scholarly Paper
 - Seminar Presentation
- 2.) Students will allocate time to view the following movies: *Miss Evers' Boys*, *Wit*, *John Q*, *Million Dollar Baby* (as available on Blackboard) prior to coming to class. Class time will be reserved to discussion related to reaction to movie. See directives:
 - Group Discussion
 - Course/Class Participation
- 3.) Students will incorporate relevant ethical considerations as they examine case studies from the perspective of client's experiences and outcomes. See directives:
 - Group Discussion
 - Course/Class participation
- 4.) Students will explore the nursing worldview in utilizing ethical theories/principles and discuss the relevance of these theories/principles for selected moral/ethical issues or dilemmas. See directives:
 - Group Discussion
 - Seminar Presentation
 - Scholarly Paper
- 5.) Students can expect to work 6-8 hours per week outside of class preparing for this class

LEARNING STRATEGIES/MODALITIES:

- Blackboard –the URL for Blackboard is as follows:
<http://blackboard.moravian.edu>
- Seminar/discussions
- Final Exam
- Case Study Analysis
- Seminar/Oral Presentation of selected topic(s)
- Quizzes/Questions Assignments/Case studies
- Written Movie Critique
- Interactive Class/Group Participation and presentation
- Possible guest speakers
- Lectures will be used as appropriate
- Use of web sites/on-line learning resources pertinent to topic(s)

COURSE REQUIREMENTS:

I. **GRADING POLICY:** Successful completion of the course requires a B- in theory for nursing majors.

1.) 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. Assignments that are more than 3 (three) days late will not be accepted and will receive a grade of “0” (zero).

2.) The grading scale 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* 2008-2010 pp. 47-48. Nursing majors should also read/review p. 165 for “graduation requirements.”

EVALUATION METHOD:

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|--|-----|
| 1. Course/Class Participation | 10% |
| 2. Three quizzes based on assigned movies and related reading assignments | 30% |
| 3. Written analysis of one movie using the MORAL ethical decision-making framework as the basis for the critique | 20% |
| 4. *Argument Research Paper/Seminar Presentation | 20% |
| 5. Final Examination | 20% |

*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 20% 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:

For the research presentation, 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.

II. ATTENDANCE POLICY:

1. Class attendance at specified meeting times is an expectation.
2. Students are expected to be prepared for class and to engage in/contribute to class discussion of material. Preparation includes completion of assigned readings, review of blackboard and on-line materials, viewing of assigned movies, and other designated assignments.
3. The instructor reserves the right to deduct 3 (three) points from the student's final grade for each unexcused absence from class. Faculty will determine whether or not a student's absence will or will not be excused. The course instructor believes that higher education is an opportunity and privilege that should be taken seriously. Therefore, this policy will be enacted with the student's interest in mind.
4. **If unable to attend a class**, please contact the course faculty at least one hour before class via phone (610-625-7812) or e-mail (schantzm@moravian.edu). Any absence from class must be accompanied by an appropriate written verification of absence (physician/nurse practitioner's note for illness or emergency circumstances).
5. 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 the instructor 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 guided by 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
- * Please, refer to Methods of Evaluating Course/Class Participation directive.

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, let courtesy and good judgment determine your use of a cell phone during class activity. 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 or need to sleep, stay home or 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. Evidence of plagiarism or academic dishonesty will be handled according to the college policy on academic honesty, copies of which are available in the nursing department. You are held accountable to the requirements of "Academic Honesty at Moravian College" as stated in the Student Handbook 2008-2009, p.p., 33-36. Also consult the Academic Regulations session of the *Moravian College Catalog 2008-2010* on p. 47. Violations or suspected violations will incur serious consequences.

DISABILITIES:

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

• **APPENDICES:**

- Course content and/or the method of 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.
- Students are encouraged to send course-related e-mails via their Moravian College account. In addition, if your e-mail does not contain the course number within its title, the instructor will not open e-mails sent from personal addresses.

**COURSE/CLASS PARTICIPATION &
ASSIGNMENT DIRECTIVES:**

Class Participation:

Each student is required to be prepared for class and to engage in/contribute to class discussion of material. Participation includes completion of assigned readings, review of Blackboard and on-line materials, and other designated assignments. The course document, “Methods of evaluating course participation”, further delineates the criteria to measure this learning outcome.

Movie Viewing & Analysis/critique:

Each student will be required to view 3 or 4 movies, as per the syllabus selection. From these, each student will select one to prepare a written analysis/critique using the MORAL ethical decision-making framework as the basis for the critique. The assignment is to be submitted as hard copy to the instructor on the assigned due date. The course document, “Guidelines for Movie Analysis/Critique,” further delineates this process.

Research Presentation/*Scholarly Paper

Students will self-assign to a group. There will be 5-6 students per group. Each group will select an ethical dilemma from one of the lifespan categories: childbearing family, children, adults or the elderly. Each group will be allotted a 50 min. class period to present their information.

NOTE: Students who are designated as Writing Intensive (WI) will be required to submit an 8-10 page scholarly paper on the selected topic. Moreover, WI students will receive a grade on the paper and not a presentation grade. The course document, “Guidelines for Research Presentation/*Scholarly Paper,” further delineates this process.

Faculty Signature

Date

Department Chair Signature

Date



**St. Luke's Hospital School of Nursing
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Bethlehem, Pennsylvania
NUR 360: Ethical Dilemmas in Health Care
Spring 2009



TOPICAL OUTLINE

Week	Date	Topics	Assignments Due	Readings
Week 1				
	Jan.19, 2008	Course Introduction General Overview		
	Jan. 21, 23,	Intro to Ethical Philosophy, Theories, & Approaches	Do Ethical Reflections exercises on pp. 10, 11, 12, 13, 22, 23, & 24 in Butts & Rich	Butts & Rich Chap 1 ANA's Code of Ethics for Nurses with Interpretive Statements (2001) - -read appendix A in your textbook
Week 2	Jan.26, 28, 30	Intro to Bioethics, Nursing Ethics, and Ethical Decision- Making Ethics in Professional Nursing Practice	Do Ethical Reflections exercises on p. 46, 47, 48, 50 and Case Study on p. 73 in Butts & Rich Do exercise on pages 107-8 in Box 3.6 "Should I buy this APA paper?"	Butts & Rich Chap 2 Butts & Rich Chap 3 & The ICN Code of Ethics for Nurses – Appendix B
Week 3	Feb. 2,	Ethics in Professional Nursing Practice cont'd	* Quiz #1 (Topic: patient Advocacy)	Prior to class Students will view the movies <i>Wit</i> and <i>Miss Evers' Boys</i> - Available on Blackboard— class time will be

	Feb. 4, 6	Ethics in Organizations and Leadership	Do Ethical Reflections exercises on pp. 138, 139, 140 in Butts & Rich	reserved to discussion related to reaction to film Butts & Rich Chap 4
Week 4				
	Feb. 9, 11, 13	Reproductive Issues and Nursing Ethics	Do Ethical Reflections exercises on pp. 173, 179, 181 and Case Study on p. 190 in Butts & Rich ** Quiz #2 (Topic: Abortion)	Butts & Rich Chap 5 Review the Roe vs. Wade decision of Jan 22, 1973. An internet source that might be helpful is http://tourlaw.edu/patch/Roe Read the Articles (on reserve in Reeves):

				<p>1.) "When does life begin?" "Scientific myths and Scientific facts" by Dianne N. Irving & 2.) Ethics and disability: A response to Koch" by Peter Singer</p>
Week 5	Feb.16,	Practice Issues Related to Patient Self-Determination	*Group Discussion	Students will research and bring to class an article related to the issue of Informed consent
	18,	Guest speaker-- TBA		Read Burkhardt & Nathaniel, Chap 11 (on Reserve in Reeves)
	20	Infant & Child Nursing Ethics	Do Ethical Reflections, p. 201, 211 & prepare to discuss in class the case study on pp. 226-227	Butts & Rich, Chap 6

Week 6	Feb. 23,	Infant and Child Nursing Ethics Cont'd	Quiz # 3 (Economic Issues)	Burkhardt & Nathaniel, Chap 15 (on reserve in Reeves); also Prior to class, Students will view the movie "John Q" Available on Blackboard— class time will be reserved to discussion related to reaction to film
	25, 27	Practice Issues related to technology	Prepare the "Discussion Questions and Activities" 1-8 on p. 202	Burkhardt & Nathaniel, Chap 10 (on Reserve in Reeves)
Week 7	March. 2-6	Spring Recess NO CLASSES		
Week 8	March 9, 11, 13	Adolescent Nursing Ethics	Do "Ethical Reflections" exercises on pp. 248, 253, 259, and case study p.270 in Butts & Rich	Butts & Rich Chap. 7
Week 9	March 16, 18,	Adult Health Nursing Ethics	Do "Ethical Reflections" exercises on pp. 283, 293, 300, and case study on	Butts & Rich Chap 8

			pp. 305-306	
	March 20,	Social Issues: Poverty, Domestic Violence, & Racism	Address “Case Presentations” on pp. 306, 309-310, and “Discussion Questions and Activities” # 6, on p. 318.	Burkhardt & Nathaniel, Chap 16 (on reserve in Reeves)
Week 10				
	March 23, 25,	Gerontological Considerations Ethics and the Nursing Care of Elders	Do “Ethical Reflections” exercises on pp. 356, 361, 372, 373 (Box 10.5)	Butts & Rich Chap 10
	27	Transcultural & Spiritual Issues / Guest Speaker— TBA	Answer the “Ask Yourself” questions on p. 442; also address the two case presentations on pp. 457, 458.	Burkhardt & Nathaniel, Chap 18 (On reserve in Reeves)
Week 11				
	March 30,	Ethical Issues in End-of-Life Nursing Care	Do “Ethical Reflections” exercises on pp. 464,468-469, and (Read all the “Highlights from	Butts & Rich Chap 12

	April 1, 3		the Field” excerpts about Terri Schiavo Case in this chapter, as well as the Case Study on pp. 493-495)	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
Week 12	April 6- 8	Psychiatric/Mental Health Nursing Ethics	***Movie Critique due Do “Ethical Reflections” exercises on pp. 320, 324, 325, 328	Butts & Rich Chap 9
Week 13	April 10, 13, 15 -17	Good Friday Easter Recess Community/Public Health Nursing Ethics	<i>NO CLASSES</i> <i>NO CLASSES</i> Do “Ethical Reflections” exercises on pp. 405, 409, 411, 412	Butts & Rich Chap11
Week 14	April 20,	*Student Presentations begin	Possible Research Issues:	<i>As assigned by groups</i>

	<p>April 22,</p>	<p>** Student Presentations cont'd</p>	<p>Reproductive Control</p> <ul style="list-style-type: none"> • In Vitro Fertilization • Gamete Intrafallopian Transfer • Freezing Embryos • Eugenics • Cloning/ Twinning • Selective Reduction 	<p><i>As assigned by groups</i></p>
	<p>April 24</p>	<p>*** Student Presentations cont'd</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><i>As assigned by groups</i></p>

			vs <ul style="list-style-type: none"> • Other Administered Euthanasia • Landmark Cases • Advanced Directives 	
Week 15				
	April 27 April 29,	****Student Presentations cont'd ***** Student Presentations end	HIV/AIDS *Responsibility and Confidentiality *HIV Testing *Disclosure 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 Clinical Trials * Patient Rights * Impact on Society * Outcomes	<i>As assigned by groups</i> <i>As assigned by groups</i>

	May 1 st	Review for Final Exam	*Scholarly Paper due for students designated as Writing Intensive (WI)	
Week 16	May 4-9	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.