



**St. Luke's Hospital School of Nursing  
at Moravian College**  
Bethlehem, Pennsylvania  
Fall 2011



“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:** Fall 2011

**COURSE NUMBER:** NU 360

**COURSE TITLE:** Ethical Dilemmas in Health Care

**COURSE FACULTY:** Maria L. Schantz, PhD, RN/Assistant Professor  
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Class meets: Mon. Wed., Fri.: 11:45 AM.—12:35 PM.  
Location: PPHAC 102  
Office Hours: Mon. Wed. 10:00 - 11:00 a.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.  
**\*This course meets U2 requirement.**

**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.

Cohen, L.M. (2011). *No good deed: A story of medicine, murder accusations, and the debate over how we die*. New York: Harper Collins.

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*. (2<sup>nd</sup>) Silver Springs, MD: American Nurses Association.

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

**REQUIRED READINGS-- found on course Blackboard—Under Course Documents, in file titled Articles :**

Bozeman, B., Slade, C., & Hirsch, P. (2009). Understanding bureaucracy in health science ethics: Toward a better Institutional Review Board. *American Journal of Public Health, 99*, 1549-1557.

Camusy, C. C. (2009). Common ground on surgical abortion?—Engaging Peter Singer on the moral status of potential persons. *Journal of Medicine and Philosophy, 33*, 577-593.

Carr, D. (2010). Portraying the man known as Dr. Death. *The New York Times*. Retrieved April 21, 2010, from <http://www.nytimes.com/2010/04/21/arts/television/21jack.html?pagewanted=print>

DeWolf Bosek, M.S., & Savage, T.A. (2007). *The ethical component of nursing education: Integrating ethics into clinical experience*. Philadelphia: Lippincott Williams & Wilkins. (**Chapter 10 Only**)

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](http://lifeissues.net/writers/irv/irv_01lifebegin.txt)

Jonas-Simpson, C.; Mitchell, G. J.; Fisher, A.; Jones, G.; & Linscott, J. (2006). The experience of being listened to: A qualitative study of older adults in long-term care settings. *Journal of Gerontological Nursing, 46*-53.

King, S. (2009). Life after Josie. *Good Housekeeping, 249*(October 1<sup>st</sup>):1-8. Excerpt from *Josie's story: A mother's inspiring crusade to make medical care safe* (2009), written by Sorrel King. New York: Atlantic Monthly Press.

McConnell, T. (2010). The inalienable right to withdraw from research. *Journal of Law, Medicine & Ethics, 840*-846.

Reverby, S. M. (2008). Special treatment: BiDil, Tuskegee, and the logic of race. *Journal of Law, Medicine & Ethics, 478*-484.

Roden, G. J. (2009). Overturning Roe in a heartbeat. *The Human Life Review, 101*-109.

Singer, P. (1995). Abortion. In Ted Honderich (ed.), *The Oxford Companion to Philosophy*, pp.2-3.

Singer, P. (n.d.). Peter Singer: Abortion, the dividing lines. *Herald Sun*. Retrieved December 30, 2010, from <http://heraldsun.com.au/opinion-old/peter-singer-abortion-the-dividing-lines/story-e...>

Walker, C. A. (n.d.). Lest we forget: The Tuskegee experiment. *The Journal of theory construction & testing*, 13, pp. 5-6.

Western, J.H. (2010). Princeton professor Singer: And I repeat, I would kill disabled infants. *LifeSitenews.com*. Retrieved December 30, 2010, from [http://www.lifesitenews.com/home/print\\_article/news/11090](http://www.lifesitenews.com/home/print_article/news/11090)

**On reserve in Reeves Library:**

Burkhardt, M. A., & Nathaniel, A. K. (2008). *Ethics & issues in contemporary nursing* (3rd ed.). Australia: Delmar Thomson Learning.

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: Tomsom/Wadsworth.

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

\* **This syllabus is subject to change**

**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 guidelines 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 guest speakers, and final examination. See directives:
  - Course/Class Participation
  - Movie Critique
  - 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

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
- Guest speakers, as available
- 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 (minimum) 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*. Nursing majors should also read/review the section, in the same catalog, related to “Graduation Requirements.”

## EVALUATION METHOD:

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

### Written Work, e.g., Movie Critique/Analysis:

- Students will write a rough draft that 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. NOTE: 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 four (4) double-space pages in length and typed in Times Roman using a 12 point font (Excluding the cover page and the references page). **Writing Tip:** Include an introduction, a conclusion, and an abstract. Please bring a hard copy to class to hand in to your peer for his/her review. See this due date on Topical Outline.

### 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.

## 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. Students are expected to view, download, and print their own power points to be used during class discussion. That's to say, the instructor will not provide students w/hard copies of power points.
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. NOTE: In fairness to all students, anyone who exceeds a total number of two absences for whatever reason or circumstance will automatically have his or her course/class participation grade affected. 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](mailto:schantzm@moravian.edu)) . Any absence from class must be accompanied by an appropriate written verification of absence (physician/nurse practitioner's note attesting to the student's serious or contagious illness or emergency circumstances).
5. NOTE: 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/text your instructor to find out "what we did in class?" Please 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, violation of 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 his/her actions are deemed inappropriate.

### **ACADEMIC HONESTY/ PLAGIARISM POLICY:**

All written assignments must adhere to the APA 6<sup>th</sup> 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. It also includes obtaining a paper from someone else, using text or images from the Internet and/or using text or images on Power Point and web pages without proper citation.

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 Moravian College *Student Handbook*. Also



consult the Policy on Academic Honesty, as included in the Academic Regulations section of the *Moravian College Catalog*. 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:**

- 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 movie 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**

Students will self-assign to a group. There will be four (4) students per group depending on the class size. 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: The "Guidelines for Research Presentation", included in the Course

Documents folder, on Blackboard, further delineates this process.

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Faculty Signature

Date

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Department Chair Signature

Date