



**St. Luke's Hospital School of Nursing  
at Moravian College**  
Bethlehem, Pennsylvania  
Fall 2012



“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 2012

**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: Memorial Hall 302  
Office Hours: Mon. Wed. 10:30 - 11:30 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. (2013). *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 :**

Almark, P. (1998). Is caring a virtue? *Journal of Advanced Nursing*, 28(3), 466-72.

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.

Camosy, 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.

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.

Lower, J. (2007). Creating a culture of civility. *American Nurse Today*, 2(9), 49-52.

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. (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...>

Ternel, J. S. et al, (2010). Early palliative care of patients with metastatic non-small-cell lung cancer. *The New England Journal of Medicine*, 363(8), 733-742.

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

Wright, S. (2008). Can compassion be taught? *Nursing Standard*, 19(23), 19-21.

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, exams/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)
- Exams/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 exams 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 (group) 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 the Topical Outline.

### Grading:

For the seminar 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 accommodations in this class for academic and disability support should contact Elaine Mara, assistant director of the Learning Services for academic and disability support at (610-861- 1510). Accommodations cannot be provided until authorization is received from the Academic Support Center.”

### **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/seminar Presentation**

Students will self-assign to a group. The number of students per group depends 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



**St. Luke's Hospital School of Nursing  
 at Moravian College**  
 Bethlehem, Pennsylvania  
**NU 360: Ethical Dilemmas in Health Care**  
**Fall 2012 Semester**



**TOPICAL OUTLINE**

Week	Date	Topics	Assignments Due	Required Readings
<b>Week 1</b>				
Mon	Aug. 27,	Course Introduction General Overview Introduction to Ethics Definitions, Key Concepts		<b>Butts &amp; Rich Chap 1</b>
Wed	Aug 29	Ethical Theories & Approaches		ANA Code of Ethics for Nurses with Interpretive Statements (2001) in Butts & Rich, Appendix A
Fri	Aug 31	Virtue Ethics	<b>Problem Solving:</b> Formation of groups for Seminar Presentations On this date, with your group, See "Suggestions for Possible Research Issues" at the end of this Topical Outline.	Visit NU 360 course blackboard (BB) and do as follows: 1.) Download, review, and bring a copy to class of Power Point titled "Virtue Ethics: the ethics of compassion." 2.) Read the articles by <b>Allmark</b> , "Is caring a virtue?" and by <b>Wright</b> , "Can compassion be taught?"

<b>Week 2 Mon</b>	<b>Sept 3</b>	<b>LABOR DAY</b>	<b>NO CLASS</b>	
Wed	Sept 5	Intro to Bioethics and Decision-Making Ethical Principles Ethical Dilemmas		<b>Butts &amp; Rich Chap 2;</b> <b>Bosek &amp; Savage, Chp 10 ;</b> And, article by <b>King</b> , "Life after Josie..."(as found on BB). Also, conduct an Internet literature search for the following early events in bioethics: <ul style="list-style-type: none"> <li>• The Nuremberg trials of Nazi doctors during WWII</li> <li>• The Tuskegee Syphilis research</li> </ul>
Fri	Sept. 7,	Research Ethics: <ul style="list-style-type: none"> <li>• Landmark cases</li> <li>• Informed Consent</li> <li>• Role of IRBs</li> </ul>	Problem Solving: <b>*Introductory Assignment due*</b> By this date, each seminar group will have met with members of his/her respective groups and selected an ethical issue that	Prior to class, students will have Done as follows: 1.) Viewed the movie titled "Miss Evers' Boys," as found in BB. 2.) Read article by <b>McConnell</b> , "...withdraw from research."

<p><b>Week 3</b> Mon</p>	<p>Sept. 10</p>	<p>Ethics in Professional (Nursing) Practice Intro to Nursing Ethics  Civility in the Workplace</p>	<p>challenges health care practitioners as well as today's society. The issue selected must be presented to the course instructor for possible approval. The group will then be instructed to initiate a thorough search of the literature on the selected issue, which will be presented in class on the assigned date.</p>	<p>Butts &amp; Rich Ch3; ICN Code of Ethics for Nurses, Appendix B; Articles (BB) by <b>Lower</b> titled "Creating a culture of civility in the workplace." And by <b>Lackman</b>, "Doing the right thing."</p>
<p>Wed</p>	<p>Sept 12</p>	<p>Reproductive Issues &amp; Nursing Ethics Abortion Reproductive Technology</p>		<p>Butts &amp; Rich, Ch. 4; Review the Roe vs. Wade decision of Jan 22, 1973. An internet source</p>

				<p>that might be helpful is <a href="http://tourolaw.edu/patch/Roe">http://tourolaw.edu/patch/Roe</a></p> <p>As pro-choice sources, read the following articles by <b>Camosy</b>, "Common ground on surgical abortion? Engaging Peter Singer..."</p> <p>As pro-life sources, read article by <b>Irving</b>, "When Does life begin? Scientific myth and scientific facts."</p> <p>Also, check the following web site: National Right to Life Committee at <a href="http://www.nrlc.org">http://www.nrlc.org</a></p>
Fri.	Sept 14		<p><b>Problem Solving:</b>          Prepare to discuss related readings in class on Pro-Abortion/Pro-Choice stance Vs. Pro-Life stance          Also, prepare to discuss the case-study on Partial-Birth Abortion in Butts &amp; Rich, p. 125.</p>	<p>Conduct an internet search for Partial-Birth Abortion (intact D &amp; E)</p>
<b>Week 4</b> Mon	Sept. 17,		<p><b>*EXAM #1:</b>  <b>Material includes all readings and</b></p>	

			class discussions up until Friday, 9/14.	
Wed	Sept. 19	Legal Issues: Relationship between Ethics & Law		Burkhardt & Nathaniel, Ch. 7 only (on reserve in Reeves Library)
Fri.	Sept. 21		Problem Solving: CASE STUDY	
<b>Week 5</b> Mon	Sept 24	Infant & Child Nursing Ethics		Butts & Rich, Ch. 5
Wed	Sept 26	Adolescent Nursing Ethics		Butts & Rich, Ch.6
Fri	Sept 28		Problem Solving: Prepare Case Study in Butts & Rich, p. 180	
<b>Week 6</b> Mon	Oct 1st	Adult Health Nursing Ethics		Butts & Rich, Ch.7
Wed	Oct 3			Check the following website r/t US Government information on organ donation & transplantation <a href="http://organdonor.gov">http://organdonor.gov</a>
Fri.	Oct 5		Problem Solving:	
<b>Week 7</b> <b>Mon</b>	<b>Oct 8</b>	<b>Fall Break</b>	<b>NO CLASS</b>	
Wed	Oct 10	Ethics & Nursing		Butts & Rich, Ch.8

		Care of Elders		
Fri.	Oct 12		Problem Solving:	
Week 8 Mon	Oct 15		**EXAM # 2, includes <u>all</u> material up until Fri. 10/12	
Wed	Oct 17	Allocation of scarce resources/Econo mic Issues		Read/Consult the following sources: <b>Burkhardt &amp; Nathaniel</b> , Chap 15 (on reserve in Reeves) United Nations 1948 Declaration of Human Rights (article #25) at <a href="http://www.un.org/rights/">http://www.un.org/rights/</a>
Fri	Oct 19		Problem solving:	Prior to class, students will have viewed the movie “John Q” – available on BB
Week 9 Mon	Oct 22	Ethical Issues in End-of-life Nursing Care		Butts & Rich, Ch.9 Also, read Ethics and Human Rights Position of ANA on “Assisted suicide (found in BB)
Wed	Oct 24 Sipple Lecture (mandatory attendance)	Advance Directives		Conduct an internet lit search for landmark cases as follows: Karen Ann Quinlan, Nancy Cruzan, &



	for nursing majors)			Terri Schiavo
Fri	Oct 26		<b>Problem solving:</b> Guest Lecturer Rev. Nancy Adams to be confirmed (TBC)	Prior to class, students will have viewed the two final movies, as follows: <ul style="list-style-type: none"> <li>• "Wit."</li> <li>• "Million Dollar Baby."</li> </ul>
<b>Week 10</b> Mon	Oct 29	Euthanasia vs, Palliative care	<b>Guest lecturer:</b> Ric Baxter, MD. (confirmed)	Students will have read booklet titled, "No good deed: A story of medicine..." by Dr. <b>Cohen</b> . Also must have read article by <b>Ternel et al</b> , "Early palliative care...."
Wed	Oct 31	Psych/Mental Health Nursing Ethics		Butts & Rich, Ch.10
Fri	Nov 2		<b>Problem Solving:</b> "Is there a Duty to Warn?"	Conduct an internet search for Tarasoff v. Board of Regents of the Univ of California (1976)
<b>Week 11</b> Mon	Nov 5		<b>***EXAM #3</b> Material includes <b>all</b> readings and class discussions up until 11/2.	
Wed	Nov 7	Public Health Nursing Ethics		Butts & Rich, Ch. 11

Fri.	Nov 9		Problem solving: *Movie Review/Analysis draft due for peer review*	
Week 12 Mon	Nov 12	Social Issues: Poverty, Domestic Violence, & Racism		Burkhardt & Nathaniel, Ch. 16 only (on reserve in Reeves).
Wed	Nov 14	Ethics in Organizations & Leadership		Butts & Rich, Ch. 12
Fri	Nov 16		Problem Solving:	
Week 13 Mon	Nov 19	*Student Presentations begin	See suggestions below for possible research issues	As assigned by group
Wed –Fri	Nov 21-23	THANKSGIVIN G	NO CLASS	
Week 14 Mon	Nov 26	**Student presentations cont'd	*Movie Review/Analysis due to instructor*	As assigned by group
Wed	Nov 28	***Student presentations cont'd		As assigned by group
Fri	Nov 30	****Student presentations cont'd		As assigned by group
Week 15 Mon	Dec 3	*****Student presentations cont'd		As assigned by group
Wed	Dec 5	*****Student Presentations completed		As assigned by group
Fri.	Dec 7	Last day of	Review of course	

		classes	material	
Week 16 Thursday	Dec 13 at 8:30AM	<b>FINAL EXAM</b>	<p>***Suggestion for possible Research Issues:</p> <p>Reproductive Control</p> <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> <p>Genetic Control</p> <ul style="list-style-type: none"> <li>• Genetic Screening</li> <li>• Genetic Intervention</li> <li>• Genetic Therapy</li> </ul> <p>Do-Not- Resuscitate (DNR) Directives for Pennsylvania or Student Nurse's respective home State</p> <p>Good Samaritan Law in Pennsylvania and/or Student Nurse's respective home State</p> <p>Euthanasia and Physician Assisted Suicide</p> <ul style="list-style-type: none"> <li>• Active/</li> <li>• Passive Euthanasia</li> <li>• Self Administered</li> </ul> <p>vs</p> <ul style="list-style-type: none"> <li>• Other</li> </ul>	

			<p>Administered Euthanasia</p> <ul style="list-style-type: none"> <li>• Landmark Cases</li> <li>• Advance</li> </ul> <p>Directives</p> <p>HIV/AIDS</p> <ul style="list-style-type: none"> <li>*Responsibility and Confidentiality</li> <li>*HIV Testing</li> <li>*Disclosure</li> </ul> <p>Medical Futility</p> <ul style="list-style-type: none"> <li>*Genetic and Congenital Impairments</li> <li>*Testing for Impairments</li> <li>* Dilemma of Severe Prematurity</li> <li>*Arguments in Favor of Withholding Medical Care from Defective Infants</li> <li>*Social Context</li> </ul> <p>Clinical Trials</p> <ul style="list-style-type: none"> <li>* Patient Rights</li> <li>* Impact on Society</li> <li>* Outcomes</li> </ul>	
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**Note: \*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.**