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:


**REQUIRED READINGS on reserve in Reeves Library:**


* 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 principalism 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](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:**

1. **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:

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

**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:

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
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments Due</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Jan. 19, 2008</td>
<td>Course Introduction General Overview</td>
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|        | 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 | Do Ethical Reflections exercises on p. 46, 47, 48, 50 and Case Study on p. 73 in Butts & Rich | Butts & Rich Chap 2  
Butts & Rich Chap 3  
& The ICN Code of Ethics for Nurses – Appendix B |
|        |          | Ethics in Professional Nursing Practice    | Do exercise on pages 107-8 in Box 3.6 “Should I buy this APA paper?”  
* Quiz #1 (Topic: patient Advocacy) | Prior to class  
Students will view the movies Wit and Miss Evers’ Boys - Available on Blackboard—class time will be |

St. Luke’s Hospital School of Nursing  
at Moravian College  
Bethlehem, Pennsylvania  
NUR 360: Ethical Dilemmas in Health Care  
Spring 2009
<table>
<thead>
<tr>
<th>Feb. 4, 6</th>
<th>Ethics in Organizations and Leadership</th>
<th>Do Ethical Reflections exercises on pp. 138, 139, 140 in Butts &amp; Rich</th>
<th>reserved to discussion related to reaction to film Butts &amp; Rich Chap 4</th>
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<td>Week 4</td>
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<td>Feb. 9, 11, 13</td>
<td>Reproductive Issues and Nursing Ethics</td>
<td>Do Ethical Reflections exercises on pp. 173, 179, 181 and Case Study on p. 190 in Butts &amp; Rich</td>
<td>Butts &amp; Rich Chap 5</td>
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<td>** Quiz #2 (Topic: Abortion)</td>
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<td>Read the Articles (on reserve in Reeves):</td>
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<td>Review the Roe vs. Wade decision of Jan 22, 1973. An</td>
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<td>internet source that might be helpful is <a href="http://tourolaw">http://tourolaw</a>. edu/patch/Roe</td>
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<td>Week 5</td>
<td>Feb.16</td>
<td>Practice Issues Related to Patient Self-Determination</td>
<td>*Group Discussion</td>
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<td>18</td>
<td>Guest speaker--TBA</td>
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<td>20</td>
<td>Infant &amp; Child Nursing Ethics</td>
<td>Do Ethical Reflections, p. 201, 211 &amp; prepare to discuss in class the case study on pp. 226-227</td>
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<td>Week 6</td>
<td>Feb. 23, 25, 27</td>
<td>Infant and Child Nursing Ethics Cont’d</td>
<td>Quiz # 3 (Economic Issues)</td>
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<td>Week 7</td>
<td>March 2-6</td>
<td>Spring Recess NO CLASSES</td>
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<td>Week 8</td>
<td>March 9, 11, 13</td>
<td>Adolescent Nursing Ethics</td>
<td>Do “Ethical Reflections” exercises on pp. 248, 253, 259, and case study p.270 in Butts &amp; Rich</td>
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<td>Week 9</td>
<td>March 16, 18,</td>
<td>Adult Health Nursing Ethics</td>
<td>Do “Ethical Reflections” exercises on pp. 283, 293, 300, and case study on</td>
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<td>Week 10</td>
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<td>March 20,</td>
<td>Social Issues: Poverty, Domestic Violence, &amp; Racism</td>
<td>Address “Case Presentations” on pp. 306, 309-310, and “Discussion Questions and Activities” # 6, on p. 318.</td>
<td>Burkhardt &amp; Nathaniel, Chap 16 (on reserve in Reeves)</td>
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<td>March 23, 25, 27</td>
<td>Gerontological Considerations Ethics and the Nursing Care of Elders</td>
<td>Do “Ethical Reflections” exercises on pp. 356, 361, 372, 373 (Box 10.5)</td>
<td>Butts &amp; Rich Chap 10</td>
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<td>Transcultural &amp; Spiritual Issues / Guest Speaker—TBA</td>
<td>Answer the “Ask Yourself” questions on p. 442; also address the two case presentations on pp. 457, 458.</td>
<td>Burkhardt &amp; Nathaniel, Chap 18 (On reserve in Reeves)</td>
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<td>Week 11</td>
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<td>March 30,</td>
<td>Ethical Issues in End-of-Life Nursing Care</td>
<td>Do “Ethical Reflections” exercises on pp. 464,468-469, and (Read all the “Highlights from</td>
<td>Butts &amp; Rich Chap 12</td>
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| 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 | NO CLASSES | Butts & Rich Chap 11 |
| Week 14 | April 20, *Student Presentations begin* | Community/Public Health Nursing Ethics | Possible Research Issues: As assigned by groups |
| April 22,  | ** Student Presentations cont’d** | Reproductive Control  
- In Vitro Fertilization  
- Gamete Intrafallopian Transfer  
- Freezing Embryos  
- Eugenics  
- Cloning/ Twinning  
- Selective Reduction | As assigned by groups |
| April 24 | *** Student Presentations cont’d*** | Genetic Control  
- Genetic Screening  
- Genetic Intervention  
- Genetic Therapy | As assigned by groups |
|          |                                 | Do-Not- Resuscitate Directives for Pennsylvania and Student Nurse’s home State |
|          |                                 | Good Samaritan Law in Pennsylvania and Student Nurse’s home State |
|          |                                 | Euthanasia and Physician Assisted Suicide  
- Active/  
- Passive Euthanasia  
- Self Administered |
| Week 15 | vs  
|--------|----------------------------------------|
|        | • Other Administered Euthanasia  
|        | • Landmark Cases  
|        | • Advanced Directives  

| April 27 | ****Student Presentations cont’d  
| April 29, |  
|         | ***** 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  

As assigned by groups  
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<table>
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<tr>
<th>Week 16</th>
<th>May 4-9</th>
<th>Final Exam</th>
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