St. Luke’s Hospital School of Nursing  
at Moravian College  
Bethlehem, Pennsylvania  
Spring 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: Spring 2011

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. -8:30 a.m.  
Location: PPHAC 117  
Office Hours: Mon. Wed. 9:00 - 10:00 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:  
Boston: Jones and Bartlett Publishers.


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


On reserve in Reeves Library:


* 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 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
   • 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
- 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 (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. 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. Writing Tip: Include an introduction and a conclusion. An abstract is not necessary. Please bring a hard copy to class to hand in to your peer for his/her review. See 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.
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). 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 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, 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 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. 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:

  o Course content and/or the method of delivery are subject to change at the discretion of the instructor.

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

  o 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. 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.

_____________________________                 ______________________
Faculty Signature      Date

_____________________________                 ______________________
Department Chair Signature     Date
# TOPICAL OUTLINE

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<tr>
<th>Week</th>
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<td></td>
<td>Jan.17, 2011</td>
<td>Course Introduction</td>
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<td>General Overview</td>
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<td>Jan. 19, 21</td>
<td>Intro to Ethical Philosophy, Theories, &amp; Approaches</td>
<td>To prepare for class participation or discussion, read carefully the Ethical Reflections exercises on pp. 10, 11, 12, 13, 22, 23, &amp; 24 in Butts &amp; Rich</td>
<td>Butts &amp; Rich Chap 1</td>
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<td>Arrange a meeting with your designated Seminar Presentation group to select an ethical issue that challenges health care practitioners as well as today's society. Once the issue is selected, the group will initiate a thorough research on the selected issue, which will be presented in class on the assigned date</td>
<td>See “Suggestions for Possible Research Issues” at the end of this Topical Outline</td>
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<tr>
<td>Week 2</td>
<td>Jan. 24, 26,</td>
<td>Intro to Bioethics, Nursing Ethics, and Ethical Decision-Making</td>
<td>Read the Case Study and prepare to answer the six (6) questions in</td>
<td>Butts &amp; Rich Chap 2</td>
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<td>Week 3</td>
<td>Jan. 28</td>
<td>Ethics in Professional (Nursing) Practice –</td>
<td>Butts &amp; Rich p. 73. Prepared to discuss exercise on pages 107-108 in Box 3.6 “Should I buy this APA paper?”</td>
<td>Butts &amp; Rich Chap 3 – Also The ICN Code of Ethics for Nurses, Appendix B</td>
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<td>Jan. 31</td>
<td>Giving culturally sensitive Care</td>
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<td>Feb. 2, 4</td>
<td>Legal Issues: Relationship between Ethics &amp; Law</td>
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<td>Check Power Point titled “Nursing education: A critical cultural perspective” found in the power point folder</td>
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<td>Ethics in Organizations and Leadership</td>
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<td>Burkhardt &amp; Nathaniel, Chap. 7 “Legal Issues” – on Reserve in Reeves</td>
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<td>Week 4</td>
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<td>Butts &amp; Rich, Chap 4</td>
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<td>Feb. 7,</td>
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<td>Reproductive Issues and Nursing Ethics</td>
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<td>Butts &amp; Rich Chap 5</td>
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<td>Date</td>
<td>Assignment</td>
<td>Reference</td>
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<td>Feb. 9</td>
<td><strong>Issues of abortion pro-choice stance</strong></td>
<td>* Quiz # 1 <em>(Topic: Abortion)</em> Prepare to discuss the readings in class</td>
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<td>Feb. 11</td>
<td><strong>Pro-life stance: When does life begin?</strong></td>
<td>Review the Roe vs. Wade decision of Jan 22, 1973. An internet source that might be helpful is <a href="http://tourolaw.edu/patch/Roe">http://tourolaw.edu/patch/Roe</a> Also read the following articles, as found on Blackboard: 1.) Roden's, titled &quot;Overturning Roe in a heartbeat&quot; 2.) Singer's &quot;Abortion&quot;</td>
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<td>Read: Irving's, &quot;When does life begin? Scientific myths and scientific facts.&quot; Also, check the following website: National Right to Life Committee at <a href="http://www.nrlc.org">http://www.nrlc.org</a></td>
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<td>Week 5</td>
<td>Feb 14</td>
<td>Reproductive Technology</td>
<td>Prepare to discuss in class: Box 5.5 Highlights from the field, p.177. Also, prepare Case Study p.190</td>
<td>Butts &amp; Rich, Chap. 6</td>
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<td>Feb 16, 18</td>
<td>Infant &amp; Child Nursing Ethics</td>
<td>Prepare to discuss Box 6.7: Highlight from the field, p. 217 and Case Study, pp. 226-227.</td>
<td>Read the short article/essay by Westen, titled “Princeton professor Singer: And I repeat, I would kill disabled infants.”</td>
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<td>Week 6</td>
<td>Feb 21, 23, 25</td>
<td>Adolescent Nursing Ethics</td>
<td>Prepare Case Study, p. 270</td>
<td>Butts &amp; Rich, Chap. 7</td>
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<td>Feb 28</td>
<td>Adult Health Nursing</td>
<td>Read Box 8.2: Highlights from the field, p. 282. Prepare Ethical Reflections, p. 283</td>
<td>Butts &amp; Rich, Chap. 8</td>
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<td>Week 7</td>
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<td>Prepare to discuss Case Study on pp.305-306</td>
<td>Read about Aristotle’s Virtue Ethics and be prepared to present in</td>
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<td>Date</td>
<td>Activity</td>
<td>Reading/Assignment</td>
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<td>March 2</td>
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<td>Check the following website: US Government information on organ donation and transplantation <a href="http://organdonor.gov">http://organdonor.gov</a></td>
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<td>March 4</td>
<td>Allocation of Resources/Economic issues in Health Care</td>
<td>Burkhardt &amp; Nathaniel, Chap. 15&lt;br&gt;Also read Article 25 of the United Nations 1948 Declaration of Human rights at <a href="http://www.un.org/rights/">http://www.un.org/rights/</a>&lt;br&gt;Prior to class, students will view the movie “John Q” - Available on Blackboard - Class time will be reserved to discussion r/t reaction to movie</td>
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<td>Week 8</td>
<td>March 7-11</td>
<td>Spring Recess—No Classes</td>
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<td>Week 9</td>
<td>March 14, 16</td>
<td>Psychiatric/Mental Health Nursing Ethics</td>
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<td>March 18</td>
<td>Ethics and the Nursing Care of Elders</td>
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<td>March 18</td>
<td>Gerontological Considerations--Guest Speaker—Dr. Alma Miles</td>
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<td>Week 10</td>
<td>March 21</td>
<td>Social Issues: Poverty, Domestic Violence, &amp; Racism</td>
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<td>March 23</td>
<td>Research Ethics: informed Consent, IRB role, etc.</td>
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### Prepare Case Study, p. 344
- Butts & Rich, Chap. 9

### Prepare to discuss Case Study, pp. 386-387
- Butts & Rich, Chap. 10
- Read article by Jonas-Simpson et al, titled “The experience of being listened to…”
- Burkhardt & Nathaniel, Chap 16 (on reserve in Reeves)
- Read Reverby’s article: “Special treatment:…”
  - Read:
    1. Bosek & Savave, Chap. 10
    2. McConnell’s “The inalienable right to withdraw from research” and
<table>
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<tr>
<th><strong>Week 11</strong></th>
<th>March 28</th>
<th>March 30</th>
<th>April 1\textsuperscript{st}</th>
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<tr>
<td><strong>Ethical issues in End-of-life nursing care – Informed Consent &amp; Advance Directives</strong></td>
<td><strong>Quiz # 3 (Topic: Patient Advocacy)</strong></td>
<td>Review the Case Study with related questions in Butts &amp; Rich, Chap 12, pp. 493-495</td>
<td>Prior to class, students will view the movies <em>Wit</em> and <em>Miss Evers’ Boys</em> - Available on Blackboard - class time will be reserved for discussion r/t reaction to the movies. Read the following article: 1.) “Life after Josie,” (by Sorrel King) <strong>Butts &amp; Rich, Chap 12</strong></td>
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<td><strong>Guest speaker – Reverend Nancy Adams, SLHHN Chaplain</strong></td>
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<td>Prepare Case Study, pp. 493-495</td>
<td>3.) Bozeman et al’s &quot;Understanding bureaucracy in health science ethics...&quot; Prior to class, students will research the landmark cases of Karen Quinlan, Nancy Cruzan, &amp; Terri Schiavo <strong>Prior to class Students will view the movie Million Dollar</strong></td>
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<td>Week 12</td>
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<td><strong>Movie Review/ Critique due</strong></td>
<td>Baby-Available on Blackboard—Class time will be reserved to discussion related to reaction to movie, as above</td>
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<td>April 4,</td>
<td>Euthanasia (its various modalities)</td>
<td>Read Carr's editorial “Portraying the man known as Dr. Death”. And bring to class an article about Dr. Jack Kevorkian.</td>
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<td>April 6,</td>
<td>Community/Public Health Nursing Ethics</td>
<td>Butts &amp; Rich, chap.11 Students will explore/research an issue r/t cultural competency to share in class during group discussion</td>
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<td>8</td>
<td>Transcultural &amp; Spiritual Issues</td>
<td>Internet source that that might be helpful are as follows:</td>
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<td><a href="http://www.georgetown.edu/research/">http://www.georgetown.edu/research/</a></td>
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<td>Week 13</td>
<td>April 11</td>
<td>*Student Presentations begin</td>
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<td>April 13</td>
<td>*Student Presentations cont’d</td>
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<td>April 15</td>
<td>*Student Presentations cont’d</td>
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<td>Week 14</td>
<td>April 18</td>
<td>*Student Presentations cont’d</td>
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<td>April 20</td>
<td>*Student Presentations cont’d</td>
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<td>Week 15</td>
<td>April 22--25</td>
<td>Easter Break--No Classes</td>
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<td>April 27</td>
<td>*Student Presentations cont’d</td>
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<td>April 29</td>
<td>*Student Presentations completed</td>
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***Suggestion for possible Research Issues:***
- Reproductive Control
  - In Vitro Fertilization
  - Gamete Intrafallopian Transfer
  - Freezing Embryos
  - Eugenics
  - Cloning/Twinning
  - Selective Reduction

- Genetic Control
  - Genetic Screening
  - Genetic Intervention
  - Genetic Therapy

Do-Not-Resuscitate (DNR) Directives for Pennsylvania or Student Nurse’s respective home State

Good Samaritan Law in Pennsylvania and/or Student Nurse’s respective home State

Euthanasia and Physician Assisted Suicide
- Active/
- Passive Euthanasia
- Self Administered vs
- Other Administered

As assigned by group

As assigned by group

As assigned by group

As assigned by group

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<td><strong>Medical Futility</strong></td>
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<td>* Dilemma of Severe Prematurity</td>
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<td>*Arguments in Favor of Withholding Medical Care from Defective Infants</td>
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<td>*Social Context</td>
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<td>Clinical Trials</td>
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<td>* Patient Rights</td>
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<td>* Impact on Society</td>
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<tr>
<td>* Outcomes</td>
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</table>

| Week 16 | May 5 | **FINAL EXAM** at 1:30PM |

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.