

12-44b  
App - 10/2/12  
Info - 11/6/12

### Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

#### Existing and Special Topics Course

Course: NURS 480 Seminar in Nursing

Instructor(s) of Record: Joyce A. Shanty, PhD, RN

Phone: 724-357-3257 Email: Joyce.Shanty@iup.edu

#### Step Two: Departmental/Dean Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

Elizabeth Palmer 9/24/12  
Signature of Department Designee Date

Endorsed: Mary E. Sunde 9/25/12  
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

#### Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

Gail Sechrist 10/2/12  
Signature of Committee Co-Chair Date

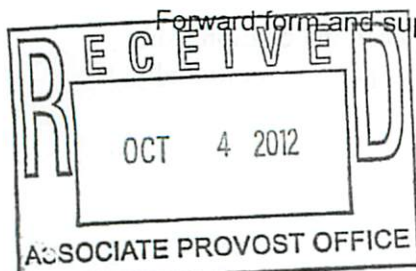
Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

#### Step Four: Provost Approval

Approved as distance education course  Rejected as distance education course

David W. Johnson 10/5/12  
Signature of Provost Date

Forward form and supporting materials to Associate Provost.



Received  
OCT 2 2012  
Liberal Studies

Received  
SEP 25 2012  
Liberal Studies

Undergraduate Distance Education Review Form

Existing and Special Topics Course

**Course:** NURS 480 Seminar in Nursing

**Instructor of Record:** Joyce A. Shanty

**Phone:** 724-357-3257

**Email:** [Joyce.Shanty@iup.edu](mailto:Joyce.Shanty@iup.edu)

**Step One: Proposer**

A. Provide a brief narrative rationale for each of the items, A1-A5.

1. Dr. Shanty has taught several graduate level courses online as well as hybrid undergraduate courses over the past 6 years. She has been using Moodle for several years and has incorporated a variety of online features when teaching. These include: forum discussions, quizzes/tests, grade book features, synchronous chats, posting of course content materials and Wimba. Dr. Shanty has attended training and education workshops related to online learning, technology use, and educational methods. Dr. Shanty has over 29 years of experience in the health care field.

2. How will each objective in the course be met using distance education technologies?

*At the completion of this course students will be able to utilize critical thinking and decision making skills.*

Students will be presented with discussion questions that require critical thinking and decision making skills. Posting responses to the discussion questions as well as responding to peer postings will be used to assess if the student met the objective.

*At the completion of this course students will be able to define and describe a relevant issue (s) or trend(s) in nursing and health care*

Students will submit a power point presentation with notes to their peers on a current health care issue. They will be required to expand on the issue and compare and contrast the various issues presented in a summary paper. These assignments will be used to assess if the student met this objective. In addition, course lessons will include activities to assist students with meeting this objective

*At the completion of this course students will be able to refine written and verbal communication.*

Students will be responding to discussion questions on Moodle and providing peer feedback. The presentation assignment and summary paper will also be used to measure student achievement of this objective.

*At the completion of this course students will be able to investigate research and other professional literature related to identified topic.*

With each discussion question, students will be required to incorporate at least one citation from a scholarly journal into their response and utilize citations in the response to peers. Additionally,

students will be required to do readings from scholarly journals to augment readings from the required text.

*At the completion of this course students will be able to examine the relationship between professional nursing values and health care issues*

The responses to discussion questions will be used to evaluate whether the student has met this objective. Additionally, the presentation assignment and summary paper will be used.

**3. How will instructor-student and student-student interaction take place?**

The course is proposed as a fully web-based course. Students will be expected to review required readings, textbook, power point presentations posted by the professor, complete learning activities, and search relevant websites. Interactions will occur via email, forums and chats. Faculty will be available for contact via telephone, email, or chat room. Faculty will provide ongoing feedback on written assignments and electronic postings on Moodle. Students will interact with each other through forum discussions, email, and chat room.

**4. How will student achievement be evaluated?**

Student achievement will be evaluated based on the following assignments using rubrics and guidelines provided to students online:

**Course Evaluation**

Presentation	30%
Summary Paper	30%
Weekly Discussion Questions	25%
Participation	15%

Rubrics and guidelines for evaluation of participation in forums are provided under course assignments. Assignments, requirements and due dates will be available in the syllabus.

**5. How will academic honesty for tests and assignments be addressed?**

**Academic Integrity Policy**

Plagiarism guidelines will be provided to students. Turnitin may be used to make sure students are not plagiarizing. Students will be referred to the Academic Integrity Policy in the undergraduate student handbook. There are no tests in this course.

**Catalog Description:**

NURS 480 Seminar in Nursing  
Section \_\_\_\_\_

Variable 1-3 sh

Prerequisites: none

A seminar which provides a forum for the exploration and discussion of issues relevant to the professional nurse. Emphasis is placed on the development of professional values, critical thinking, decision-making, and communication skills. A selection of topics on current issues and trends will be offered; each will focus on a particular theme related to nursing practice.

**II. General Course Objectives:** At the completion of this course students will be able to:

1. Utilize critical thinking and decision making skills. \*Outcome: Critical Thinking
2. Define and describe a relevant issue(s) or trend(s) in nursing and health care.  
\*Outcome: Communication, Critical Thinking, Professional Role Development
3. Refine written and verbal communication. \*Outcome: Communication
4. Investigate research and other professional literature related to identified topic.  
\*Outcome: Critical Thinking, Professional Role Development
5. Examine the relationship between professional nursing values and health care issues.  
\*Outcome: Professional Role Development

\* Course objectives are aligned with the student learning outcomes identified for the undergraduate nursing program: Assessment, Communication, Critical Thinking, Professional Role Development, and Technical Skills.

## Sample of a 3 Credit NURS 480 Seminar in Nursing

NURS 480 Seminar in Nursing: Women's Health

3 class hours

0 lab hours

3 semester hours

(3c-0l-3sh)

**Focus of this Course:** This seminar course will focus on the investigation of various factors that influence women's health across the life span. Existing barriers that impede adequate health care for women will be analyzed. The course will allow students to explore a wide variety of women's health problems. Primary, secondary, and tertiary prevention/intervention as they relate to women's health will be discussed.

### III. Course Outline for Women's Health Seminar

- A. Introduction/Overview (3 hours)
1. Historical perspectives
  2. Factors influencing women's health
  3. Barriers to women's health
- B. Primary, Secondary, and Tertiary Prevention/Intervention Throughout the woman's life cycle (5 hours)
1. Developmental theories related to women
  2. Women and sexuality
  3. Health assessments, screenings and history
- C. Physiological problems related to reproductive health (10 hours)
- Perspective topics for seminar discussion include:  
Menstrual disorders, Pelvic infections and disorders,  
Women and HIV, Sexually transmitted diseases,  
Breast disease
- D. Fertility and fertility control (6 hours)
- Perspective topics for seminar discussion include:  
Pre-conceptual counseling and care, Pregnancy,  
Genetic counseling, Choices of contraceptive use,  
Infertility
- Mid-term exam (1 hour)
- E. Climacteric/Menopause (4 hours)
- Perspective topics for seminar discussion include:  
Physiology and symptomology of menopause,  
Health promotion, Hormone replacement therapy

**F. Common medical conditions (6 hours)**

Perspective topics for seminar discussion include:  
Cardiovascular disorders, Musculoskeletal disorders,  
Urological disorders

**G. Psychosocial concerns (7 hours)**

Perspective topics for seminar discussion include:  
Psychosocial aspects associated with maternal role taking,  
Abuse of women, Substance abuse, Mental health disorders

**Final exam/culminating activity (Final Exam Period)**

#### **IV. Evaluation Methods**

Examinations (2)	20%
Issue Paper	35%
Class Participation	10%
Class Presentation	35%

**Examinations:** Two essay examinations that reflect seminar content will be given.

**Issue Paper:** Students will select a women's health topic and write a scholarly paper based upon the guidelines distributed in class. The paper will use professional and research literature as sources of support for the issue presented.

**Class Participation:** Students are expected to participate in seminar discussions. The quality and quantity of the discussion will be evaluated per course instructor grading guidelines that will be distributed to the class.

**Class Presentation:** Students will be expected to formally present issues relevant to the seminar topic. Further guidelines about this presentation will be provided in class.

#### **Grading scale**

A=90-100

B=80-89

C=70-79

D=60-79

F is less than 60

#### **V. Required Text:**

Youngkin, E. & Davis, M. (1998). Women's health: A primary care clinical guide.  
Stamford, CT: Appleton and Lange.

**VI. Special Resource Requirements**

"Indiana University of Pennsylvania provides e-mail services to all students and employees as an official method of communication. Students and employees (except those employees who do not normally have access to e-mail) have a responsibility to read their IUP e-mail accounts and, if responding to or sending e-mail about IUP business, use their IUP e-mail accounts to do so."

**VII. Bibliography**

**Place your own bibliography here. Include at least 10 references and they should not be greater than 5 years old.**

**Indiana University of Pennsylvania  
Course Syllabus  
Winter 2012-2013**

**Course Number & Title:** NSG 480 Seminar in Nursing: Current Issues and Trends

**Credit Allowance:** 3 Credits (3c-0l-3sh)

**Course Hours:** Theory: 14 hours/week (Online) Three Weeks

**Pre-requisites:** Junior Status

**Faculty:** Joyce A Shanty  
244 Johnson Hall  
724-357-3257  
[Joyce.Shanty@iup.edu](mailto:Joyce.Shanty@iup.edu)

**Course Description:**

A seminar which provides a forum for the exploration and discussion of issues relevant to the professional nurse. Emphasis is placed on the development of professional values, critical thinking, decision-making, and communication skills. A selection of topics on current issues and trends will be offered; each will focus on a particular theme related to nursing practice

**Course Objectives:**

Upon completion of this course, the student will be able to:

1. Utilize critical thinking and decision making skills. \* Outcome: Critical Thinking
2. Define and describe a relevant issue(s) or trend(s) in nursing and health care. \*Outcome: Communication, Critical Thinking, Professional Role Development
3. Refine written and verbal communication \*Outcome: Communication
4. Investigate research and other professional literature related to identified topic. \*Outcome: Critical Thinking, Professional Role Development
5. Examine the relationship between professional nursing values and health care issues \*Outcome: Assessment, Communication, Critical Thinking, Professional Role Development, and Technical Skills

**Course Outline**

- I. Relevant Issues in Nursing and Health Care
  - A. Implications for Professional Nursing Practice
  - B. Implications for the Health of Individuals
- II. Influences on Health Care Delivery
  - A. Social
  - B. Political
  - C. Economic
  - D. Ethical



**III. Health Policy Issues**

**IV. Current Health Care Issue**

- A. Logical Construction (presentation of the issue)
- B. Critical Evaluation (pros and cons of the issue)

**Teaching Strategies**

Discussion  
Case Studies  
Presentations  
Summary Paper

**Grading Scale**

The following grading scale will be used in this course:

A	90-100%
B	80-89%
C	70-79%
F	69% and below

**Evaluation Methods:**

Presentation	30%
Summary Paper	30%
Weekly Discussion	
Question	25%
Participation	<u>15%</u>
	100%

**Late Assignments:**

Due dates are provided in advance. This will enable you to plan and schedule your work and manage situations which could be problematic if you wait until the last minute. Late assignments lose 10 points for every day late.

**Additional Requirements:**

Participation is required in this course. A percentage of the grade will depend on the student's weekly response to the discussion question assigned.

Students are expected to utilize scholarly journals relevant to class topics. Examples of scholarly journals include but are not limited to:

Applied Nursing Research	Image
Nursing Research	Journal of Nursing Education
Advances in Nursing Science	Nursing and Health Care

**Required Textbook:**

Cherry, B. & Jacob, S.R. (2011). Contemporary Nursing: Issues, Trends, and Management. Elsevier Mosby.

## **Required Technology Skills and Software**

### **Technology Skills**

These are the technology skills required to successfully complete the course:

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use Moodle and associated tools, including discussions/chat, and assignment submission features
- The ability to use word processing software and to save in rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate netiquette (appropriate online conduct)

### **Technical Support**

To obtain technical support for computer issues related to this course, please contact Indiana University of Pennsylvania's student helpdesk at 724-357-4000 between 7 a.m. and 6 p.m. Eastern Time. You should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received.

If you experience issues outside of the normal helpdesk hours, you can also submit your error via e-mail at [it-support-center@iup.edu](mailto:it-support-center@iup.edu) or via electronic form available online at <http://www.iup.edu/itsupportcenter/helpform.shtm>

## **Participation Requirements**

### **Course Participation**

Course lessons will be assigned on a weekly basis according to the Course Schedule and include objectives, lesson guide, and expectations for completing homework assignments. You are expected to actively participate in all aspects of the course. This includes completion of assigned readings, homework assignments, and participation in online discussions. Course weeks run Wednesday through Tuesday; with Tuesday 11:59 p.m. Eastern Time as the deadline for making posts/submitting the week's assignments. Initial post for the week is due Sunday at 11:59 p.m. to allow for a response to the post by Tuesday. All work assigned during the weekly course lesson(s) must be turned in by this deadline; late work will not be accepted. It is suggested that you read through all course content in the week's assigned modules(s) to get a feel for what is expected during the course week and to help you plan your time wisely.

### **Online Etiquette**

Discussion, chat, and e-mail spaces within this course are for class purposes only, unless otherwise stated. Please remember to conduct yourself collegially and professionally. Unlike in the classroom setting, what you say in the online environment is documented and not easily erased or forgotten. The following guidelines:

- Avoid using ALL CAPS, sarcasm, and language that could come across as strong or offensive.
- Read all postings before posting your responses to the discussion topics so as to not repeat information.
- Keep chat comments brief and to the point. If longer comments are necessary, uses <more> and <end> to indicate lengthy messages and when you are finished.

- Focus on one topic at a time when chatting or posting discussions.
- Remember that unlike in face-to-face learning environments what you say in discussions and chats is documented and available to be revisited. Choose your words and discussion topics carefully.
- Course e-mail should only be used for messages pertaining to the course, Please refrain from sending forwards, jokes, etc within course email.

### **Students with Disabilities**

If you are a student who has a documented disability and need special accommodations, you should contact the instructor, who will work with you to provide reasonable accommodation to ensure you a fair opportunity to perform in class. Please advise the instructor in the first week of the semester regarding the disability and the desired accommodations. More information for individuals with documented disabilities is available from IUP's Advising and Testing Center at 724-357-4067

### **Academic Integrity Policy**

Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and that you agree to follow the rules and expectations set up therein. Academic integrity means:

- Providing or receiving unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Using unauthorized materials and resources during quizzes and tests.
- Possessing course examination materials without prior knowledge of the instructor
- Plagiarizing, using papers, dissertations, essays, reports, speeches, and oral presentations, take-home examinations, computer projects, and other academic exercises passing off ideas of others beyond common knowledge, without attribution to their originators.
- Engaging in behaviors that are disruptive or threatening to others.
- Using computer technology in any way other than for the purposes intended for the course.

Please note that IUP faculty uses a variety of technologies to check the authenticity of student work. Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedure may result in a decrease in grade, involuntary withdrawal from academic program, suspension, expulsion, rescission of a conferred degree. IUP's full policy on academic integrity is available in the Undergraduate Catalog under Academic Policies at <http://www.iup.edu/registrar/catalog/default.aspx>

### **Plagiarism:**

Plagiarism is taking the ideas or written words of another and presenting them as one's own. This includes the work of published authors as well as student papers. Plagiarism could result in failure of the assignment with subsequent offenses resulting in dismissal from the nursing program.

## **Detailed Course Outline, Learning Activities, and Assignments**

### **Lesson I**

#### **Objectives:**

Identify cost saving measures and the impact on quality care  
Describe government and private initiatives designed to improve population health  
Define and describe ethical principles

#### **Topics Covered:**

Introduction  
Relevant Issues in Nursing and Health Care  
Influences on Health Care Delivery: Social, political, economic  
Influences on Health Care Delivery: Ethical

#### **Learning Activities:**

1. Read: Chapters 6, 7, 9, 10, 12, 13, & 20
2. Read: Swiadek, J. W. (2009). The impact of healthcare issues on the future of the nursing profession: the resulting increased influence of community-based and public health nursing. *Nursing Forum* 44 (1), 19-24.
3. Post Self-introduction
4. Submit topic of interest for presentation and summary paper
5. Review the Power point presentations
6. Respond to discussion question #1 and 2. Be prepared to discuss your response and provide feedback to your peers' responses.

### **Lesson II**

#### **Objectives:**

Examine the Nurse Practice Act  
Discuss implications of the Affordable Care Act on the health care system  
Analyze industry efforts to manage health care costs

#### **Topics Covered:**

Influences on Health Care Delivery: Legal  
Health Policy

#### **Learning Activities:**

1. Read: Chapters 8 & 23
2. Read: Adeniran, R., Smith-Glasgow, M. E. (2010). Creating and Promoting a Positive Learning Environment Among Culturally Diverse Nurses and Students. *Creative Nursing* 16 (2), 53-58.
3. Review Power point presentations
4. Respond to discussion questions #3 and 4. Be prepared to discuss your response and provide feedback to your peers' responses.
5. Submit presentation

### **Lesson III**

#### **Objectives:**

Analyze models of care delivery used in health care organizations  
Describe the patient safety movement  
Describe current patient safety initiatives  
Identify initiatives to improve patient safety

#### **Topics Covered:**

Health Care Delivery  
Patient Safety Issues

#### **Learning Activities:**

1. Read: Chapters 5, 14, 15, 18, 19, 21 & 22
2. Welding, N.M. (2011). Creating a Nursing Residency: Decrease Turnover and Increase Clinical Competence, *MedSurg Nursing*, 20(1).
3. Review power point presentations
4. Respond to discussion questions #5. Be prepared to discuss your response and provide feedback to your peers' responses.
5. Submit summary paper

#### **Weekly Discussion Questions**

Each Wednesday a discussion question will be posted on the website. These questions will be focused on the information presented in class for the week and give students the opportunity to seek other sources for further knowledge on the topic. Primary responses must include at least one citation from a scholarly peer reviewed journal. Primary responses must be posted by Sunday of each week. You must also post at least one response to one of your peers by Tuesday of each week. You will be awarded 10 points for each discussion question if you post a primary response, post on time (by Thursday of each week), and cite one scholarly source in your discussion. Your primary responses must be complete and address the discussion question of the week. If you respond to a classmate each week in a complete and scholarly manner, you will receive 40 participation points at the end of the course.

## **Presentation of a Current Nursing Issue**

The purpose of this assignment is to invite students to explore the diverse contemporary issues that persist in current nursing and to share current findings with colleagues.

Please select one issue that is of interest to you or choose a topic of your own with instructor approval.

Nursing Shortage

Patient Safety Initiatives

Competencies

Technology in Health Care

Burnout

Reality Shock

Reducing Medication Errors

Nurse Retention

Mandatory Overtime

Image of Nursing

Universal Health Care

Unions in Health Care

Submit the topic of interest to the instructor by Friday January 4.

Develop a power point presentation with note pages that addresses the current issue chosen. Please submit the presentation by the due date and email the handout slides to each of the classmates for review.

## **Summary Paper**

The purpose of this paper is to expand on the current issue in health presentation and prepare a paper that compares and contrasts the various positions focused on the topic of interest.

Please submit summary paper topic to instructor by Jan 4, 2013.

The Summary Paper should be 3-5 typed pages (not including title or references). Use APA format for the paper and include 3-5 scholarly references for the paper.

**Email:** Each student has an IUP email account that can be accessed via the Internet. This is the official communication link to IUP and in accordance with IUP policy must be the email that is used.

**Library Assistance:** The IUP library offers a variety of services including help with database searching which will assist you with your assignments for this course. Visit <http://www.lib.iup.edu> for more information.

**Writing Assistance:** The Writing Center at IUP offers students assistance with editing, writing, and the use of APA style. Visit <http://www.wc.iup.edu/index.htm> for more information. The Writing Center can be contacted at 724-357-3029. If you are struggling with the APA book, you can also refer to the APA website at <http://www.apastyle.org>. The electronic references are particularly helpful.

## Bibliography

- Adeniran, R., Smith-Glasgow, M. E. (2010). Creating and Promoting a Positive Learning Environment Among Culturally Diverse Nurse and Students. *Creative Nursing* 16 (2), 53-58.
- Anderson, B. (2010). A perspective on changing dynamics in nursing over the past 20 years. *British Journal of Nursing*, 19(18), 1190-1191.
- Baernholdt, M. & Mark, B.A. (2009). The nurse work environment, job satisfaction and turnover rates in rural and urban nursing units. *Journal of Nursing Management*, 17 (8), 994-1001.
- Cowen, P. & Moorhead, S. (2011). *Current Issues in Nursing* (7<sup>th</sup> ed.). Mosby Elsevier, St. Louis, MI.
- Campinha-Bacote, J. (2011). Delivering Patient-Centered Care in the Midst of a Cultural Conflict: The Role of Cultural Competence. *Online Journal Of Issues In Nursing*, 16(2),
- Clark, P. (2009). Prejudice and the medical profession: A five-year update. *Journal of law, medicine & ethics*, 118-133.
- Davidson, P., Halcomb, E., Hickman, L., Phillips, J., & Graham, B. (2006). Beyond the rhetoric: What do we mean by a “model of care?” *Australian Journal of Advanced Nursing*, 23(3), 47-55.
- Glendinning, C. (2010). Reforming adult social care: what can England learn from the experiences of other countries? *Quality in Ageing and Older Adults*, 11(4), 40-46.
- Hess, R. G. (2004). From bedside to boardroom – nursing shared governance. *Online Journal of Issues in Nursing* 9 (1).
- Lipley, N. (2008). Patients from bme backgrounds less likely than others to report ‘positive’ emergency healthcare experiences. *Emergency nurse*, 16(3), 3-3.

Lipscomb, M. (2012). Social justice. *Nursing Philosophy*, 13 (1), 1-5.

Menzel, P. & Light, D. (2006). A Conservative Case for Universal Access to Health Care. *Hastings Center Report* 36 (4), 36-45.

Swiadek, J. W. (2009). The impact of healthcare issues on the future of the nursing profession: the resulting increased influence of community-based and public health nursing. *Nursing Forum* 44 (1), 19-24.

Toivianinen, L. (2007). Nursing ethics conference on the globalization of nursing: Ethical, legal, and political issues. *Nursing Ethics*, 14 (1), 3-4.

Welding, N.M. (2011). Creating a Nursing Residency: Decrease Turnover and Increase Clinical Competence, *MedSurg Nursing*, 20(1).

Wright, D. & Brajtman, S. (2011). Relational and embodied knowing: nursing ethics within the interprofessional team. *Nursing Ethics* 18 (1), 20-30.



## **Sample Lesson:**

### **Lesson I**

#### **Objectives:**

**Identify cost saving measures and the impact on quality care**  
**Describe government and private initiatives designed to improve population health**  
**Define and describe ethical principles**

#### **Topics Covered:**

**Introduction**  
**Relevant Issues in Nursing and Health Care**  
**Influences on Health Care Delivery: Social, political, economic**  
**Influences on Health Care Delivery: Ethical**

#### **Learning Activities:**

- 1. Read: Chapters 6, 7, 9, 10, 12, 13, & 20**
- 2. Read: Swiadek, J. W. (2009). The impact of healthcare issues on the future of the nursing profession: the resulting increased influence of community-based and public health nursing. *Nursing Forum* 44 (1), 19-24.**
- 3. Post Self-introduction**
- 4. Submit topic of interest for presentation and summary paper**
- 5. Review the power point presentations: Relevant Issues in Nursing, Influences on Healthcare Delivery, and Ethical Influences on Health Care Delivery**
- 6. Respond to discussion question #1 and 2. Be prepared to discuss your response and provide feedback to your peers' responses.**  
**Discussion Question 1—**  
**Given the high cost of health care and the effects of the nursing shortage, what can nurses do to decrease cost yet provide high quality care in the health care delivery system?]**  
**Discussion Question 2**  
**Tim, an RN, works weekends on a skilled nursing unit of a small rural hospital. Recently purchased by a large corporation, the hospital was forced to dismiss nearly one third of the staff of the skilled nursing unit. Lately, when Tim comes to work, he feels overwhelmed. Although he always considered himself efficient, Tim is distressed because he rarely has enough time to complete his work. He knows that many of the patients suffer because of lack of attention. Those who are bedfast are not turned on a regular schedule, they often wait for assistance with eating until their food is cold, and medications are rarely given on time. Suffering from expressive aphasia and hemiplegia secondary to a CVA, Mrs. A was admitted to the skilled nursing unit after two weeks in the intensive care unit. Mrs. A. has been on the skilled nursing unit for three weeks when her daughter noticed a large reddened surrounding a small gray ulcer over her mother's coccyx. Concerned, her daughter asks Tim what caused this problem. Even though Mrs. A's nursing care plan calls for attention to activity including frequent turning and sitting**

in a chair twice daily. Tim suspects that this was not consistently done the previous week. He recognizes that the reddened area is the beginning of a large pressure ulcer, a problem that might have been prevented. Tim hesitates to tell the daughter that the problem is a potentially serious one that might have been prevented by good nursing care measures. He believes she has a right to know but is hesitant to implicate himself or the other nurses, and he is afraid that he will lose his job if he complains.

**What are the ethical principles implicit in this situation?**

**What are Tim's conflicting concerns?**

**Do you believe Tim should tell the daughter the truth about the pressure ulcer?**

**What harm could result from either option?**

**The staff on the unit is hard working and efficient, often skipping lunches and working overtime to complete their work. Do you believe the staff is responsible for the apparently poor nursing care that Mrs. A has been receiving?**

**What would you do?**

## Ethical Influences on Health Care Delivery

NURS 490 Lesson One  
Joyce A. Sharty, PhD, RN

## Basic Ethical Concepts

- Autonomy
- Beneficence
- Nonmaleficence
- Veracity
- Justice
- Fidelity

## Autonomy

- Freedom to make choices
- Four Basic Elements
  - Client is respected
  - Client able to determine goals
  - Client able to decide on plan of action
  - Client has freedom to act upon choices
- Violations to Autonomy

## Example

Sam, a 53 year old widow, is seen in the health clinic with severe COPD, constant dyspnea, and frequent exacerbations. He smokes 2 PPD, has limited income and no health insurance. The nurse has addressed smoking cessation with Sam on several occasions. Sam returns for increasingly severe problems and has not quit smoking. He is labeled as non-compliant. When approached about smoking cessation, Sam says "I live alone, have no money, friends or family and smoking is my only pleasure. I know that smoking is making my problems worse but it is the only pleasure I have left."

Does Sam have the right to continue to smoke?  
How is the nurse violating Sam's autonomy?  
What do you think?

## Beneficence/Nonmaleficence

- Nurse to act in ways that benefit clients
- Three Components
  - Promote Good
  - Prevent Harm
  - Remove Harm
- ANA Code of Ethics for Nurses
  - Client advocate
  - Report unsafe practices

## Example

You are assisting another nurse with an isolation client's care. After completing the care, you both remove your isolation gowns and gloves and proceed to continue with other tasks. You notice that the other nurse does not wash her hands and proceeds to another room to answer a call light. Do you remind her to wash her hands or do you disregard the failure to wash her hands in attempts to prevent hard feelings?

What do you do?

## Veracity

- Telling the Truth
- Is the truth sometimes harmful?
- Is telling the truth always beneficial?
- AHA "Patient's Bill of Rights"
  - Patient has right to obtain complete, accurate information concerning diagnosis

## Example

Edna is a 42 year old client with hypertension. She is admitted to the unit with uncontrolled hypertension. Upon assessment, a high pressure of 189/96 is noted. When you take it again Edna becomes anxious and asks why you are repeating the pressure. You tell her you did not get an accurate reading and must retake the pressure. She becomes less anxious and you proceed.

Is it right to tell the Edna this information?

Is it lying?

Does Edna have the right to know this information?

## Justice

- Fair, equitable, and appropriate treatment
- Distribution of goods and services
- Three basic areas of concern
  - What percentage of resources spent on healthcare
  - What aspects of healthcare should receive the most resources?
  - Which clients should have access to limited resources?

## Example

After reviewing the needs of all patients on a med/surg nursing care unit, Cora decides that she must set priorities for her time among four needy patients. One, is an 83 year old woman with a CVA who is semicomatose and inevitably dying but who needs suctioning every 15-20 minutes. The second is a 47 year old admitted with a GI bleed and has already had several bloody stools. The third, a 52 year old with a recent diagnosis of diabetes, has an unstable blood sugar and is receiving IV insulin and requiring frequent vital sign checks. The fourth is a 35 year old with inoperable cancer with metastasis to the spine. He has been suicidal in the past. Should Cora make her decision based entirely on how much she can benefit each patient or on how much need each patient has? How should she decide about allocating her time with each patient?

## Fidelity

- Faithfulness
- Keeping Promises
- Loyal to nurse-client relationship
- Commitment to Others
- Obligation to Others

## Example

You and your best friend have worked in the same facility for 15 years. Since her divorce, your best friend's personality has changed. She is negative and often loses her temper. She has very little patience and often sleeps during meetings. She admits that she is taking medication for her nerves and you worry that she is developing a drug dependency. She asks you to work for her one day while she sleeps off the effects of some of her medication. When you approach her, she admits to taking cocaine but asks you not to tell the other nurses about her problem. The next day you find her asleep in a chair when she should be taking care of a client. What obligation do you have to report her behavior? Do you keep the problem confidential?

### ANA Code of Ethics for Nurses

- <http://nursingworld.org.htm>
- Read the code
- Discuss how the code relates to these principles
- Consider how these principles affect your care
- Have you had to make any difficult choices that involve these principles?

### Factors that Impact Ethical Decisions

- Patient's Rights
- ANA Code for Nurses
- Social/Cultural factors
- Science/Technology
- Legislation
- Judicial System
- Funding
- Religion

### Guide for Decision Making

- Gather data and identify conflicting moral claim
- Identify key participants
- Determine moral perspective
- Determine desired outcomes
- Identify options
- Act on choice
- Evaluate outcomes of action

### Gather Data and Identify Conflicting Moral Claims

- What makes this situation an ethical problem?
- Are there conflicting obligations, duties, rights, values, or beliefs?
- What are the issues?
- What facts seem most important?
- What emotions have an impact?
- What are the gaps in information at this time?

### Identify Key Participants

- Who is legitimately empowered to make this decision?
- Who is affected and how?
- What is the level of competence of the person most affected in relation to the decision to be made?
- What are the rights, duties, authority, context, and capabilities of participants?

### Determine Moral Perspective

- Do participants think in terms of duties or rights?
- Where is common ground/differences?
- What principles are important to each person involved?
- What emotions are evident within the interaction and with each person involved?

### Determine Desired Outcome

- How does each party describe the circumstances of the outcome?
- What are the consequences of the desired outcome?
- What outcomes are unacceptable to one or all involved?

### Identify Options

- What options emerge through the assessment process?
- How do the alternatives fit the lifestyle and values of the person (s) affected?
- What are legal considerations to each option?
- What alternatives are unacceptable to one or all involved?
- How are alternatives weighed, ranked, and prioritized?

### Act on the Choice

- Be empowered to make a difficult decision
- Give yourself permission to set aside less acceptable alternatives
- Be attentive to the emotions involved in the process

### Evaluate Outcomes of Action

- Has the ethical dilemma been resolved?
- Have other dilemmas emerged related to the action?
- How has the process affected those involved?
- Are further actions required?

### Specific Issues to Nursing

- Obligation to Patient
- Obligation to Institution
- Obligation to other health team members
- Obligation to self
- Obligation to Profession