

LSC Use Only Proposal No:

LSC Action-Date: AP-12/6/12

UWUCC Use Only Proposal No: 12-699

UWUCC Action-Date: App-2/19/13

Senate Action Date: App-3/26/13

## Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Theresa Gropelli	Email Address tgropell@iup.edu
Proposing Department/Unit Nursing and Allied Health	Phone 724-357-3264

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

## 1. Course Proposals (check all that apply)

- New Course       Course Prefix Change       Course Deletion  
 Course Revision       Course Number and/or Title Change       Catalog Description Change

Current course prefix, number and full title: NURS 312 Professional Nurse II

Proposed course prefix, number and full title, if changing: NURS 312 Professional Nursing

## 2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

- Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)  
 Global Citizenship     Information Literacy     Oral Communication  
 Quantitative Reasoning     Scientific Literacy

## 3. Other Designations, as appropriate

- Honors College Course     Other: (e.g. Women's Studies, Pan African)

## 4. Program Proposals

- New Degree Program     Catalog Description Change     New Track     Other  
 New Minor Program     Program Title Change     Liberal Studies Requirement Changes in Program

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Theresa Gropelli</i>	11/9/12
Department Chairperson(s)	<i>Elizabeth Peemer</i>	11/9/12
College Curriculum Committee Chair	<i>Janet Wachter</i>	11/12/2012
College Dean	<i>Mary E. Sunday</i>	11/14/12
Director of Liberal Studies (as needed)	<i>Paul H. Prout</i>	2/13/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signatures (with title) as appropriate:		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	2/19/13

Please Number All Pages

Received

JAN 28 2013

Liberal Studies

NOV 15 2012

Liberal Studies

# REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 12-689  
Action AP-12/6/12

## COVER SHEET: Request for Approval to Use W-Designation

### TYPE I. PROFESSOR COMMITMENT

Professor \_\_\_\_\_ Phone \_\_\_\_\_  
 Writing Workshop? (If not at IUP, where? when?) \_\_\_\_\_  
 Proposal for one W-course (see instructions below)  
 Agree to forward syllabi for subsequently offered W-courses?

### TYPE II. DEPARTMENT COURSE

Department Contact Person Theresa Gropelli or Lisa Palmer Phone 73264  
 Course Number/Title NURS 312 Professional Nursing  
 Statement concerning departmental responsibility  
 Proposal for this W-course (see instructions below)

### TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

Professor(s) \_\_\_\_\_ Phone \_\_\_\_\_  
Course Number/Title \_\_\_\_\_  
Proposal for this W-course (see instructions below)

### SIGNATURES:

Professor(s) Theresa Gropelli  
Department Chairperson Elizabeth Palmer  
College Dean Henry G. Suter  
Director of Liberal Studies [Signature]

### COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

**Please number all pages.** Provide one copy to Liberal Studies Committee.  
**Before you submit:** Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

## Part II. Description of Curriculum Change

### 1. New syllabus of record:

#### I. CATALOG DESCRIPTION

NURS 312 Professional Nursing

2 class hours  
0 lab hours  
2 credits  
(2c-01-2cr)

PREREQUISITE: ENGL 202

COREQUISITE: NURS 330 and 331; or NURS 332 and 333; or NURS 336 and 337

Examines values, cultural issues, Code of Ethics, global and national healthcare policy, regulatory environments, professional standards and legal frameworks that impact health care decisions, determine professional conduct, and guide interactions with clients, families, and healthcare team members. Utilizes ethical decision-making frameworks to guide professional nursing practice. Focuses on developing the necessary skills to engage in scholarly writings and presentation.

#### II. COURSE OUTCOMES

Students will be able to:

1. Apply the professional nursing Code of Ethics and standards to clinical practice scenarios.
2. Use legal and ethical guidelines to advocate for clients.
3. Evaluate policies and ethical/ legal strategies that enable clients, families, and healthcare team members to make decisions to achieve a peaceful end-of-life.
4. Incorporate regulatory, environmental, global and cultural issues, and values into professional practice.
5. Demonstrate proficiency in formal writings and presentation.

#### III. COURSE OUTLINE

- |   |             |
|---|-------------|
| <p>A. Intro to Ethical Theory and Principle</p> <ol style="list-style-type: none"> <li>1. Social, philosophical, and historical influences on nursing</li> <li>2. Morals and ethics</li> <li>3. Theories of ethics</li> <li>4. Ethics vs. law – overview</li> </ol> | <p>2 hr</p> |
| <p>B. Professional Conduct</p> <ol style="list-style-type: none"> <li>1. Advocacy</li> <li>2. Accountability</li> </ol>   | <p>2 hr</p> |

3. Caring
  4. Civility
  5. Social responsibility
- C. Professional values of altruism, autonomy, human dignity, integrity, social justice and the impact on: 4 hr
1. Vulnerable groups
  2. Privacy and confidentiality issues
  3. Management of errors
  4. Truth and accuracy in documentation
  5. Access to health care
  6. End of life care
  7. Cultural sensitivity and competence
  8. Environmental issues
- D. Ethical principles applied to professional practice 4 hr
1. Professional ethics
  2. Ethical models
  3. Models of the nurse-patient-physician relationship
  4. Practicing the ethical decision making process
  5. Professional conduct
- Mid-term Exam** 1 hr
- E. Legal responsibilities of professional practice 4 hr
1. Nurse Practice Act
  2. Licensure
  3. Role of State Boards of Nursing
  4. Informed consent
  5. Common areas of negligence and liability
  6. Hospital liability employment issues
  7. Documentation on the medical record
  8. Delegation
- F. Standards and guidelines that impact professional practice 3 hr
1. Standards of care
  2. Health care policy
    - a. National
    - b. Global
  3. Patient bill of rights
  4. Accrediting standards
  5. Regulatory bodies
  6. Consumer rights
  7. Environment concerns

- G. Ethical and legal issues for discussion/analysis: 8 hr  
 (Approx. 8-10 of these topics will be chosen by the class for discussion)
1. Human suffering
  2. Physician assisted suicide
  3. Poverty
  4. Resource allocation
  5. Impaired professionals
  6. Chronic illness
  7. Catastrophic illness
  8. Financial/Managed care concept ie: capitation reimbursement
  9. School based clinic provision of reproductive counseling
  10. Telehealth
  11. Advanced directives
  12. Technology and information systems
  13. Cloning
  14. Reproductive issues: frozen embryos, fertility drugs, in vitro fertilization
  15. Genetic counseling
  16. Quality of life
  17. Organ and tissue transplants
  18. Environmental health concerns
  19. Global health care policies

**Finals Week: Final Exam**

2 hr

**IV. EVALUATION METHODS**

An example of the evaluation method is as follows:

- 30% - Ethical decision making paper / presentation
- 20% - Exams
- 20% - Case study analysis
- 10% - In-class writing
- 10% - Peer review
- 10% - Opinion paper

Learning assignments:

In Class Writing

At various times during the semester, the student will provide a written reflection on the relationship of the issue discussed in class to professional practice (500 words). One half (50%) of these summaries will be graded on accuracy, clarity, and writing mechanics (spelling, grammar, sentence structure, etc.).

Writing Circle Participation/Peer Review

Each student will participate in a group by providing peer review of another student's writing. Using guidelines provided, each student will perform a total of 3 peer reviews (1 for each of the written assignments described below). The review forms must be completed, discussed with, and returned to the author. The author will attach the peer review form to the first draft and submit it to the faculty with the final paper.

### Opinion Paper

Each student will write a 2-3 page paper logically expressing an opinion about a nursing or health care issue. Examples of the types of topics on which students could write include: "the content of web pages/discussion groups on diseases that are set up by non-health professionals should/should not be monitored;" "psychotic patients with serious physical disease should/should not be considered competent to determine advanced directives for care;" "clean-needle kits should/should not be available to drug addicts to reduce the spread of AIDS;" and "high school students should/should not receive formal sex education."

Students will submit the first draft to their writing circle for feedback during week 3. The second draft is submitted to faculty for review and feedback during week 4. Students will submit the final paper to faculty for evaluation and grading during week 5. Grading criteria are attached.

### Case Study Analysis

Each student will write a 3 to 5 page paper analyzing a case study that presents an issue, frequently encountered by nurses, related to a legal mandate or professional standard. Students must provide support for their analysis drawn from a minimum of two professional journals.

A first draft is submitted to the student's writing circle for feedback during week 7. The final paper will be submitted to faculty for evaluation and grading during week 8. Grading criteria are attached.

### Ethical Decision-Making Paper/Presentation

Each student will write a 4-6 page paper showing how one ethical decision-making process can be used to resolve an ethical dilemma commonly encountered in health care. The ethical dilemma addressed by the student must be approved by the faculty. The paper should defend the student's point of view and address opposing/different viewpoints. Prior to writing, the student is expected to explore the literature and locate 4 to 5 articles from professional journals that address this dilemma. At least one article must contain a view opposite from the student's own position.

Examples of ethical dilemmas include: parental rights vs. minor children's rights to confidentiality in health care, physician-assisted suicide, the allocation of scarce resources, and the depth of information required for informed consent. Students will present the information gained in their research during class discussions on ethical decision-making.

Students will submit the first draft to their writing circle for feedback during week 10. Students will submit the second draft to faculty for review and feedback during week 11. Students will submit the final paper to faculty for evaluation and grading during week 12. Grading criteria are attached. Deep ethical discussion. Paper will be presented in class.

### Exams

The midterm and final examinations will consist of essay questions requiring the student to address the impact of a selected code, legal mandate, professional standard or ethical principle on clinical decision-making.

### **V. EXAMPLE GRADING SCALE:**

A	90-100%
B	80-89 %
C	70-79 %
D	60-69 % or an average on course exams of 60-69%
F	Less than 60% or an average on course exams less than 60%

NOTE: for a student whose exam grade is less than a 70% average, a grade of D/F will be assigned regardless of performance on written assignments or class projects. To progress in the Nursing Program, the student must achieve a 70% average grade (C) or higher on the course exams and satisfactorily complete all assignments. Please see the Department Academic Progression and Graduation Policy.

### **VI. UNDERGRADUATE COURSE ATTENDANCE POLICY**

The undergraduate course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

### **VII. REQUIRED TEXTS**

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

Fowler, M. (2008). *Guide to the code of ethics for nurses: Interpretation and application*. Washington, DC: American Nurses Association.

### **VIII. SPECIAL RESOURCE REQUIREMENTS**

None.

### **IX. BIBLIOGRAPHY**

- Begley, A. M., Glackin, M., & Henry, R. (2011). Tolstoy, stories, and facilitating insight in end of life care: Exploring ethics through vicarious experience. *Nurse Education Today*, 31(5) 516-520.
- Clancy, A. (2011). An embodied response: Ethics and the nurse researcher. *Nursing Ethics*, 18(1), 112-121.
- Epstein, E. (2010). Moral obligations of nurses and physicians in neonatal end-of-life care. *Nursing Ethics*, 17(5), 577-589.
- Erdil, F., & Korkmaz, F. (2009). Ethical problems observed by student nurses. *Nursing Ethics*, 16(5), 589-598.
- Lachman, V. (2010). Do-not-resuscitate orders: Nurse's role requires moral courage. *MEDSURG Nursing*, 19(4), 249-252.
- LeFort, S. M., Lamb, M., & Thorne, L. (2011). Clinical ethical conflicts of nurses and physicians. *Nursing Ethics*, 18(1), 9-19.
- Liametz, A. (2009). Patients who leave AMA: Understand your risks and responsibilities... against medical advice. *ED Legal Letter*, 20(11), 121-129.
- Lin, Y. P., & Tsai, Y. F. (2011). Maintaining patients' dignity during clinical care: A qualitative interview study. *Journal of Advanced Nursing*, 67(20), 340-348.
- Makaroff, K. S., Storch, J., Newton, L., Fulton, T., & Stevenson, L. (2010). Dare we speak of ethics? Attending to the unsayable amongst nurse leaders. *Nursing Ethics*, 17(5), 566-576.
- McInnis, L., & Parsons, L. (2009). Thoughtful nursing practice: Reflections on nurse delegation decision-making. *Nursing Clinics of North America*, 44(4), 461-470.
- Milton, C. L. (2011). An ethical exploration of quality and safety initiatives in nurse practice.

- Nursing Science Quarterly*, 24(2), 107-110.
- Nortvedt, P., Hem, M. H., & Skirbekk, H. (2011). The ethics of care: Role obligations and moderate partiality in health care. *Nursing Ethics*, 18(2), 192-200.
- Pavlish, C., Brown-Saltzman, K., Hersh, M., Shirk, M., & Nudelman, O. (2011). Early indicators and risk factors for ethical issues in clinical practice. *Journal of Nursing Scholarship*, 43(1), 13-21.
- Ruler, A. (2011). Examining end-of-life care issues. *Kai Tiaki Nursing New Zealand*, 17(4), 17-19.
- Starr, S. S., & Wallace, D.C. (2011). Client perceptions of cultural competence of community-based nurses. *Journal of Community Health Nursing*, 28(2), 57-79.
- Stenbock-Hult, B., & Sarvimaki, A. (2011). The meaning of vulnerability to nurses caring for older people. *Nursing Ethics*, 18(1), 31-41.
- Sumner, J. (2010). Reflection and moral maturity in a nurse's caring practice: A critical perspective. *Nursing Philosophy*, 11(3), 159-169.

## **Writing Summary: NURS 312 Professional Nursing**

NURS 312 Professional Nursing is proposed for identification as a “W” course. The course is taught every Spring and is a required course for nursing majors. All students in the class are in their second year of nursing courses. Most students are in their junior year at IUP although some may have senior status based on credits obtained. The prerequisite for this course is ENGL 202. Class size is limited to 25.

Since every good writer has an editor, Writing Circles will be created (about 4 students in each circle) for the purpose of peer review. Students comprising each Writing Circle will review the writing assignments of another circle member using guidelines provided, and support them with appropriate encouragement and suggestions for improvement. Peer review will be performed by a different student for each assignment. Class time will be provided.

Four types of writing will occur in this course:

### **1. WRITING TO STIMULATE THINKING**

Students will be asked to complete 10 writing assignments throughout the semester, emphasizing important points and how to relate to professional practice in approximately 100 words. This exercise will encourage students to think about how material within the class ties together with clinical activities. One half of these summaries will be graded for a total of 10% of the course grade.

### **2. WRITING TO CLARIFY BELIEFS/ATTITUDES**

#### **Opinion Paper**

Students will be required to write an “editorial” expressing his/her opinion on a subject related to nursing or health care. This assignment will be made early in the semester to encourage each student to examine his/her beliefs and attitudes and to present these in a logical and persuasive manner.

This is useful as an initial assignment in a course aimed at helping students to explore personal and professional values. Examples of opinion papers/editorials on relevant topics from professional journals, newspapers, and news magazines will be available for student review. Students will submit their opinion paper to another student in their Writing Circle for review. After receiving feedback, students will submit a revised version to faculty for review and feedback. Guidelines for evaluation, used by both students and faculty, are attached. The opinion paper in final form should be completed within one month of the initial assignment. The assignment constitutes 10% of the course grade.

### **3. WRITING TO INTEGRATE LEARNING AND PROMOTE CRITICAL THINKING**

**i. Case Study Analysis.**

The student will write a paper analyzing a case study describing a problematic situation commonly encountered by nurses that is associated with a legal mandate or professional standard. The student must provide support for his/her analysis from the professional literature.

The assignment will be between 3 and 5 pages in length. The guidelines for evaluating the paper used by both faculty and Writing Circle members (attached) should also guide the student in writing the paper. This assignment counts for 20% of the course grade.

**ii. Ethical Decision-Making Paper**

Students will identify an ethical dilemma (e.g., when confidentiality conflicts with the public health, or the allocation of scarce resources). The student will identify the problem in ethical terms and proceed according to one ethical decision-making model to a course of action. Once the course of action is chosen, the student must justify the decision, acknowledging the arguments that would be presented from those who follow a different ethical decision-making model and responding to those arguments.

The assignment will be between 4 and 6 pages in length. Guidelines for evaluating the paper, to be used by both faculty and Writing Circle, are included in this packet and will be available to all students when the assignment is made. As in the previous assignments, students are to seek feedback from their Writing Circle and the faculty at appointed times. This assignment constitutes 30% of the course grade.

#### **4. WRITING FOR EVALUATION**

**Mid-term and Final Exams**

Essay questions will be used during examinations to evaluate the student's understanding of information presented in the course. The questions will require the student to address the impact of a selected code, legal mandate, professional standard or ethical principle on clinical decision-making. Both the mid-term and final exam activity constitute 20% of the course grade.

### Summary of Writing Assignments for NURS 312

<b>Assignment</b>	<b># of Assignments</b>	<b>Total # of Pages</b>	<b>Graded (yes/no)</b>	<b>Revisions (yes/no)</b>	<b>% of Final Grade</b>
In-class Writing	5	~2	No	no	0
In-class Writing	5	~2	Yes	no	10
Writing Circle Participation/Peer Review	3	3-5	Yes	no	10
Opinion Paper	1	2-3	Yes	yes	10
Case Study Analysis	1	3-5	Yes	no	20
Ethical Decision-making Paper	1	4-6	Yes	yes	30
Exams	2	4-6	Yes	no	20
<b>Total</b>	<b>18</b>	<b>20-29</b>			<b>100</b>

**Scoring Rubric For Opinion Paper**

**1. Paper contains opening paragraph that clearly identifies the area of concern.**

No opening paragraph	Inadequate opening	Opening adequate, but bland	Excellent opening, Stimulates interest
0	1	2	3

Comments:

**2. The body of the paper flows logically. Clear organization of thoughts.**

Thoughts scattered	Some logical development	Adequate development of thoughts	Excellent flow of thoughts
0	1	2	3

Comments:

**3. Concluding paragraph is succinct – contains summary of main point.**

No concluding conclusion;	Conclusion paragraph weak	Adequate conclusion contains some rambling	Excellent summary succinct Main point clear
0	1	2	3

Comments:

**4. Grammar,  
errors**

0	8-11 errors 1	4-7 errors 2	0-3 errors 3
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Comments:

**5. The paper is 2-3 pages in length (between 600 and 900 words).**

Less than 600 words

Greater than  
900 words

Appropriate length

1

2

3

Comments:

Total possible points 15

Number of points received \_\_\_\_\_

### Evaluation Criteria for Case Study Analysis

The student is to respond to the case study provided and address the criteria below. The student is expected to revise the paper based upon comments from the Writing Circle and faculty. The first draft is to be submitted with the final copy. This sheet, including peer comments is to be attached. (5 points will be deducted for failure to submit all 3 components)

Student \_\_\_\_\_ Writing Circle Reviewer: \_\_\_\_\_

**The student can earn a maximum of 10 points for criterion #1 and a maximum of 9 points for criterion # 2 through 11. Partial credit will be allocated for partial success in fulfilling each criterion.**

Criteria	Comments
1. Is the problem description accurate?	
2. Is (Are) the legal mandate and/or professional standard clearly identified?	
3. Are the goals of the mandate/standard clearly articulated?	
4. Is it clear who the beneficiary(ies) of the mandate and/or standard is (are)?	
5. Is the author clear in stating his/her evaluation of the effectiveness of the mandate/standard in achieving its goal?	
6. Are the described nursing actions appropriate to the mandate and/or standard?	
7. Does the author include at least 2 references to lend support to or to identify concerns about the proposed solution?	
8. Is the paper between 3 and 5 pages long? Does the paper include an opening paragraph and a conclusion? Do thoughts flow logically?	
9. Are references appropriate? Is APA format used? Are the references cited appropriately in the body of the paper?	
10. Are page layout, spacing, pagination, and font consistent with guidelines provided?	
11. Are grammar, spelling, punctuation, and sentence structure correct? (Mark errors in red)	

**Evaluation Criteria for Ethical Decision-Making Paper**

The student is to identify an ethical dilemma that may occur in the health care setting and reflect upon the ethical obligations of the nurse in the situation.

The student is expected to revise the paper based upon comments from the Writing Circle and faculty. The first and second drafts are to be submitted with the final copy. This sheet, including peer comments is to be attached. (5 points will be deducted for failure to submit all 4 components)

Student \_\_\_\_\_ Writing Circle Reviewer: \_\_\_\_\_

**The student can earn a maximum of 10 points for criterion #1 and a maximum of 9 points for criterion # 2 through 11. Partial credit will be allocated for partial success in fulfilling each criterion.**

Criteria	Comments
1. Is the ethical dilemma clearly identified?	
2. Are the relevant ethical principles clearly identified?	
3. Is it clear who is concerned in this ethical situation?	
4. Are the pros and cons of the possible alternatives clear and stated in ethical terms?	
5. Is the author clear in stating how he/she would resolve the dilemma and support this with a justification based upon ethical principles?	
6. Does the author identify arguments of those using a different ethical decision-making model?	
7. Does the author include at least 3 references to lend support to or to identify concerns about the proposed solution?	
8. Is the paper between 4 and 6 pages long? Does the paper include an opening paragraph And a conclusion? Do thoughts flow logically?	
9. Are references appropriate? Is APA format used? Are the references cited appropriately in the body of the paper?	
10. Are page layout, spacing, pagination, and font consistent with guidelines provided?	
11. Are grammar, spelling, punctuation, and sentence structure correct? (Mark errors in red)	

**2. A summary of the proposed revisions:**

The course description, outcomes, co-requisites, and outline were changed and updated to reflect current nursing standards. The course topics are now more inclusive of end of life care, cultural issues, and health policy issues. The course bibliography has also been updated. The total credit hours remain the same.

**3. Justification/rationale for the revision:**

This course was revised to meet current nursing practice standards. Changes were also made to the course following the American Association of Colleges of Nursing (AACN) revision to the Essentials of Baccalaureate Education for Professional Nursing Practice (2008). This document is the guiding document of the National Accreditation Agency, Commission of Collegiate Nursing Education (CCNE). CCNE accredits the IUP nursing program. The revision was also based on the department's systematic program assessment process which includes data from students, faculty, alumni, and employers in the community.

**4. The old syllabus of record:****I. Course Description**

NURS 312 Professional Nursing II	2 lecture hours 0 lab hours 2 credit hours (2c-0l-2cr)
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Prerequisites: NURS 212 or permission

Pre/Co-requisites: NURS 337 or 331 and 333 or permission

Provides the nursing major with a working knowledge of the values, code of ethics, ethical principles, professional standards and legal framework that govern clinical decisions, determine professional conduct, and guide interactions with clients, families, colleagues, and other health care providers. Students formulate an ethical decision-making framework that, by incorporating personal values, professional values, moral concepts, and legal mandates, serves as a guide to professional practice. Using a problem-based approach, students study legal and ethical frameworks that guide professional practice and relate/apply these to actual clinical situations.

**II. Course Objectives**

At the end of this course, the student will be able to:

1. Apply the professional nursing code of ethics and professional guidelines to clinical practice situations.
2. Use legal and ethical guidelines to advocate for patients.
3. Apply the principles of self determination, well being, and equity as an integral part of the nursing process.
4. Interpret how state nurse practice acts define the scope of nursing practice.

5. Identify appropriate measures to minimize risk and liability.
6. Evaluate strategies that enable individuals and families to make quality-of-life and end-of-life decisions to achieve a peaceful death.
7. Explain and defend beliefs about professional nursing practice in written form.
8. Demonstrate proficiency in formal writing.

### III. Course Outline

#### Week 1

- |                                 |        |
|---------------------------------|--------|
| A. Values clarification         | 2 hrs. |
| 1. Assumptions, beliefs, values |        |
| 2. Ethics vs. law - overview    |        |

#### Week 2

- |   |        |
|---|--------|
| B. Foundational concepts in nursing that relate to ethics and the law | 2 hrs. |
| 1. Advocacy   |        |
| 2. Accountability   |        |
| 3. Caring   |        |

#### Weeks 3-4

- |   |        |
|---|--------|
| C. How professional values of altruism, autonomy, human dignity, integrity, and social justice relate to ethics and the law | 4 hrs. |
| 1. Vulnerable groups  |        |
| 2. Privacy and confidentiality issues   |        |
| 3. Management of errors   |        |
| 4. Truth and accuracy in documentation  |        |
| 5. Access to health care  |        |
| 6. End of life care   |        |

#### Weeks 5-6

- |  |        |
|--|--------|
| D. Ethical principles applied to professional practice | 4 hrs. |
| 1. Professional ethics                                 |        |
| 2. Ethical models                                      |        |
| 3. Models of the nurse-patient-physician relationship  |        |
| 4. Practicing the ethical decision making process      |        |
| 5. Professional conduct                                |        |

#### Week 7

Mid-term Exam	1 hr.
---------------	-------

#### Weeks 7-10

- |  |        |
|--|--------|
| E. Legal responsibilities of professional practice | 7 hrs. |
| 1. Nurse Practice Act                              |        |
| 2. Licensure                                       |        |
| 3. Role of State Boards of Nursing                 |        |
| 4. Informed consent                                |        |
| 5. Common areas of negligence and liability        |        |

6. Hospital liability employment issues
7. Documentation on the medical record

**F. Standards and guidelines that impact professional practice**

1. Standards of care
2. Patient bill of rights
3. JCAHO standards
4. Regulatory bodies
5. Consumer rights

**Weeks 11-14**

**G. Ethical and legal issues for discussion/analysis: 8 hrs.**  
 (~ 8-10 of these topics will be chosen by the class for discussion)

1. Human suffering
2. Physician assisted suicide
3. Poverty
4. Resource allocation
5. Impaired professionals
6. Chronic illness
7. Catastrophic illness
8. Managed care concept / capitated reimbursement
9. School based clinic provision of reproductive counseling
10. Telemedicine
11. End of life care / Advanced directives
12. Technology and information systems
13. Cloning
14. Reproductive issues: frozen embryos, fertility drugs, in vitro fertilization
15. Genetic counseling
16. Quality of life
17. Organ and tissue transplants

**Finals Week: Final Exam 2 hrs.**

**IV. Evaluation Methods**

- 30% - Ethical decision making paper
- 20% - Exams
- 20% - Case study analysis
- 10% - In-class writing
- 10% - Peer Review
- 10% - Opinion paper

**V. Grading scale:**

- A 90-100%
- B 80-89%
- C 70-79%

D	60-69%
F	Less than 60%

**\*To progress in the Nursing Program, the student must achieve at least a 70% average grade for the course.**

### **Learning Assignments:**

#### **In Class Writing**

At various times during the semester, the student will write a summary of the material covered in class, emphasizing the important issues and how these relate to professional practice (~100 words). One half (50%) of these summaries will be graded on accuracy, clarity, and writing mechanics (spelling, grammar, sentence structure, etc.)

#### **Writing Circle Participation/Peer Review**

Each student will participate in a group by providing peer review of another student's writing. Using guidelines provided, each student will perform a total of 3 peer reviews (1 for each of the written assignments described below). The review forms must be completed, discussed with, and returned to the author. The author will attach the peer review form to the first draft and submit it to the faculty with the final paper.

#### **Opinion Paper**

Each student will write a 2-3 page paper logically expressing an opinion about a nursing or health care issue. Examples of the types of topics on which students could write include: "the content of web pages/discussion groups on diseases that are set up by non-health professionals should/should not be monitored;" "psychotic patients with serious physical disease should/should not be considered competent to determine advanced directives for care;" "clean-needle kits should/should not be available to drug addicts to reduce the spread of AIDS;" and "high school students should/should not receive formal sex education."

Students will submit the first draft to their writing circle for feedback during week 3. The second draft is submitted to faculty for review and feedback during week 4. Students will submit the final paper to faculty for evaluation and grading during week 5. Grading criteria are attached.

#### **Case Study Analysis**

Each student will write a 3 to 5 page paper analyzing a case study that presents an issue, frequently encountered by nurses, related to a legal mandate or professional standard. Students must provide support for their analysis drawn from a minimum of two professional journals.

A first draft is submitted to the student's writing circle for feedback during week 7. The final paper will be submitted to faculty for evaluation and grading during week 8. Grading criteria are attached.

### Ethical Decision-Making Paper

Each student will write a 4-6 page paper showing how one ethical decision-making process can be used to resolve an ethical dilemma commonly encountered in health care. The ethical dilemma addressed by the student must be approved by the faculty. The paper should defend the student's point of view and address opposing/different viewpoints. Prior to writing, the student is expected to explore the literature and locate 4 to 5 articles from professional journals that address this dilemma. At least one article must contain a view opposite from the student's own position.

Examples of ethical dilemmas include: parental rights vs. minor children's rights to confidentiality in health care, physician-assisted suicide, the allocation of scarce resources, and the depth of information required for informed consent. Students will present the information gained in their research during class discussions on ethical decision-making.

Students will submit the first draft to their writing circle for feedback during week 10. Students will submit the second draft to faculty for review and feedback during week 11. Students will submit the final paper to faculty for evaluation and grading during week 12. Grading criteria are attached.

### Exams

The midterm and final examinations will consist of essay questions requiring the student to address the impact of a selected code, legal mandate, professional standard or ethical principle on clinical decision-making.

### VII. Required Texts

American Psychological Association. (2008). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC.

Burkhardt, M. A. & Nathaniel, A. K. (2008). *Ethics & Issues in Contemporary Nursing*. (3rd ed.). Clifton Park, New York: Thomson Delmar Learning.

Fowler, M. (2008). *Guide to the Code of Ethics for Nurses: Interpretation and Application*. American Nurses Association.

### VIII. Special Resource Requirements

None

### IX. Bibliography

American Society for Gastrointestinal Endoscopy. (2007). Informed consent for GI endoscopy. *Gastrointestinal Endoscopy*. 66(2), 213-218.

Burneo, J., (2008). The real truth behind seizure count. *Epilepsy Currents*. 8(4), 92-93.

Brzostek, T., Dekkers, W., Zalewski, Z., Januszewska, A., & Gorkiewicz, M., (2008). Perception of palliative care and euthanasia among recently graduated and experienced nurses. *Nursing Ethics*. 15(6), 761-774.

Day, D., (1997). Informed consent in emergency research: What every emergency nurse should know. *Journal of the Emergency Nurse*. 23(1), 70-74.

Dimond, B., (2005). Abbreviations: The need for legibility and accuracy in documentation. *British Journal of Nursing*. 14(12), 665-666.

Florin, J., Ehrenberg, A., & Ehnfors, M., (2008). Clinical decision-making: Predictors of patient participation in nursing care. *Journal of clinical Nursing*. 17, 2935-2944.

Freysteinson, W., (2009). The twins: A case study in ethical deliberation. *Nursing Ethics*. 16(1), 127.

Gainotti, S., Moran, N., Petrini, C., & Shickle, D., (2008). Ethical models underpinning responses to threats to public health: A comparison of approaches to communicable disease control in Europe. *Bioethics*. 22(9), 466-476.

Griffith, R., (2008). Understanding confidentiality and disclosure of patient information. *British Journal of Community Nursing*. 12(11), 530-534.

Hector, D., Hyde, A., Worgan, R., & Macoun, E., (2008). Research evidence can successfully inform policy and practice insights from the development of the NSW Health Breastfeeding Policy. *NSW Public Health Bulletin*. 19(7-8), 138-141.

Ilfeld, B., (2006). Informed consent for medical research: An ethical imperative. *Regional Anesthesia and pain Medicine*. 31(4), 353-357.

Jones, J., (2007). Do not resuscitate: Reflections on an ethical dilemma. *Nursing Standard*. 21(46), 35-39. Date of acceptance: May 25, 2007.

Lachman, V., (2008). Whistleblowers: Troublemakers or virtuous nurses? Ethics, law, and policy. *Medical Surgical Nursing*. 17(2), 126-134.

Levesque, L., Ozdemir, V., & Godard, B., (2008). Socio-ethical analysis of equity in access to nutrigenomics interventions for obesity prevention: A focus group study. *A Journal of Integrative Biology*. 12(4), 273-277.

Madeo, A., Feld, S., & Spencer, B., (2008). Ethical and practical challenges raised by an adult day program's caregiver satisfaction survey. *American Journal of Alzheimer's Disease and Other Dementias*. 23, 423.

Matzuk, M., & Lamb, D., (2008). The biology of infertility: Research advances and clinical challenges. *Nature Medicine*, 14(11), 1197-1212.

Murphree, J., (2008). The nurse and professional behaviors. ASBN Update. 501.686.2700. 23-27.

Nordenfelt, L., & Edgar, A., (2005). The four notions of dignity. *Quality in Aging-Policy, Practice, and Research*. 6(1), June, 17-21.

Pacsi, A., (2008). Case study: An ethical dilemma involving a dying patient. *Journal of the New York State Nurse Association*. Spring/Summer 2008, 4-7.

Scheel, M., Pedersen, B., & Rosenkrands, V., (2007). Interactional nursing: A practice-theory in the dynamic field between the natural, human, and social sciences. *The Nordic College of Caring Science*, 22, 629-636.

Steinbrook, R., (2008). Physician-assisted death: From Oregon to Washington state. *New England Journal of Medicine*. 359(24), 2513-2515.

Tournier, M., Molimard, M., Titier, K., Cougnard, A., Begaud, B., Gbikpi-Benissan, G., & Verdoux, H., (2007). Accuracy of information on substance use recorded in medical charts of patients with intentional drug overdose. *Psychiatry Research*. 152, 73-79.

Tuffs, A., (2008). A third of German doctors would like law on assisted suicide to be changed. *British Medical Journal*. 337(2814a), 1136.

**5. Liberal Studies course approval form:****Liberal Studies Course Approval General Information**

1. This course will be taught by multiple instructors in different sections. The department maintains that the syllabus of record must be followed to meet liberal studies requirements. The faculty teaching these courses meet and develop a similar plan for assignments. Also all syllabi in the department are reviewed by the curriculum committee each semester to ensure the curriculum drive does not occur and that the liberal studies requirements for a writing intensive course are being followed.
2. This course has a focus on professional nursing related to practice and nursing ethics. Minority and gender issues are part of this course. Cultural issues related to nursing ethics are discussed and one of the writing assignments has a cultural component to it.
3. Students are required to read professional journal articles on numerous professional and ethical issues in health care. Reading numerous articles in the areas of interest is required for the development of the student's written work.
4. This course is not an introductory level course. This course is a junior level course in the major. The students must apply and synthesize knowledge from previous courses.

**Part III. Letters of Support or Acknowledgment – N/A**