



**NURS 3354**  
**Legal & Ethical Nursing**  
**Fall 2<sup>nd</sup> 8 weeks 2023**  
**Online**

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**Office Hours:** Friday 10 am – 12 pm, and by appointment

**Required Textbooks**

Burkhardt, M. & Nathaniel, A. (2020). *Ethics & Issues in Nursing: Nursing Ethics for the 21<sup>st</sup> Century, 1<sup>st</sup> Edition*. St. Louis: Elsevier, Inc.

- *This product is an electronic or online application.*

American Psychological Association. (2020). *Publication Manual of the American Psychological Association, 7th edition*. Washington, DC: APA

**Textbook Purchasing Statement**

A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Course Description**

This course discusses the application of law and ethical principles related to the practice of nursing in differing areas of practice.  
(Credit 3: Lecture 3, Lab 0) (8-week course, 48 contact hours)

**Course Objectives/Student Learning Outcomes**

Upon completion of this course, the student will:

<b>Student Learner Outcome</b>	<b>Maps to end of Program Outcomes (Student) SLO's</b>	<b>Assessed via this Assignment</b>
1. Synthesize knowledge gained from pre- requisite and co-requisite courses included in the program of study.	Synthesize knowledge, skills, and values from the arts, sciences, and humanities as an exemplar of professional nursing and an advocate of social justice.	Discussion board, Quizzes, Case Studies, Term paper

<p>2. Apply regulatory standards to complex practice situations.</p>	<p>Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm individually and across the healthcare system.</p>	<p>Discussion board, Case Studies</p>
<p>3. Apply legal standards to complex patient care situations.</p>	<p>Provide comprehensive patient-centered care utilizing an organized framework to make individual, community, and population-based decisions grounded in evidence- based practice.</p>	<p>Discussion board, Quizzes</p>
<p>4. Apply ethical principles to complex patient care situations</p>	<p>Provide comprehensive patient- centered care utilizing an organized framework to make individual, community, and population-based decisions grounded in evidence- based practice.</p>	<p>Case studies, Discussion board, Term paper</p>
<p>5. Apply constitutional, administrative, and criminal law in complex practice situations.</p>	<p>Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm individually and across the healthcare system.</p>	<p>Discussion board, Quizzes</p>
<p>6. Analyze the legal implications inherent in nursing management.</p>	<p>Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm individually and across the healthcare system.</p>	<p>Discussion board, Quizzes, Case Studies, Term paper</p>

### Methods of Instruction

Any or all of the following may be used in this course:

- Case studies
- Group discussions
- Assignments
- Audio-visual instructional aids
- Written Reports/Clinical Reasoning exercises

### Grading Scale

A = 90 -100.00

B = 80 -89.99

C = 75 -79.99

D = 60 -

74.99 F

= < 60

**\*\*Grade total of at least 70% is required to pass the course\*\***

### Grade Calculation

Assignment	%
Discussion Boards- 5	25
Case studies- 2	30
Term Paper	20
Quizzes	20
Participation	5
<b>Total</b>	<b>100</b>

### Attendance

See the Attendance Policy in the Nursing Student Handbook.

### Tardiness

See Attendance Policy in the Nursing Student Handbook.

### Withdrawal

See Admission, Progression, Dismissal, & Readmission policy in the Nursing Student Handbook.

### ADA Statement

Any student with a documented disability needing academic accommodations is requested to contact Kimberly Lachney at 409-933-8919 or email [klachney@com.edu](mailto:klachney@com.edu). The Office of Services for Students with Disabilities is located in the Student Success Center.

### Early Academic Alert Program

The Counseling Center at College of the Mainland has implemented an Early Academic Alert Program. Students will be referred to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If referred to the Academic Alert Program, students will be contacted by someone in the Counseling Department. As student

success and retention is very important to us, someone from the Counseling Department will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

### **Classroom Conduct Policy/Student Conduct**

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. Students should act in a professional manner at all times. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class.

In addition to the Standards of Student Conduct found in the online COM Student Handbook (<http://www.com.edu/student-services/student-handbook.php>), nursing students are expected to demonstrate good professional character as defined in in BON Rule 213.27 ([http://bon.texas.gov/rr\\_current/213-27.asp](http://bon.texas.gov/rr_current/213-27.asp)). See Behavior/Conduct in the Nursing Student Handbook.

### **Academic Dishonesty**

Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

### **Plagiarism**

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website and pasting it into your paper, using someone else's words without quotation marks. Any assignment containing plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action. Also see the Behavior/Conduct policy in the Nursing Student Handbook.

**Avoiding Plagiarism:** <http://www.plagiarism.org/>

### **Course Requirements**

1. **Discussion board (5):** Assess knowledge and application of course content. Discussion board topics will be from the weekly reading content. Student will post one significant post related to the course content and support post with cited references. Student will reply to two of their peer's post with cited references. If a student receives a grade below 70% on any discussion board rubric, the student should schedule a counseling appointment with the instructor to complete remediation.
2. **Case studies (2):** Assesses overall knowledge and application of course content. Case studies will meet QSEN/NLN competencies, including teamwork, collaboration and professional identity, evidence-based practice and spirit of inquiry, and safety and nursing judgement. If a student receives a grade below 70% on any case study, the student should schedule a counseling appointment

- with the department remediation counselor and/or course facilitator.
3. **Weekly Participation:** Students will be expected to participate in all discussion posts. Initial post must be submitted by Wednesday of the week due, and responses to students/instructor by Sunday of the week due.
  4. **Quizzes (4):** Assesses overall knowledge and application of complete course content. Student will complete quizzes as assigned, each due at midnight on the assigned deadline. The quizzes are multiple choice, multiple answer, and alternative style questions. The student will have one attempt to complete each quiz which will be averaged for the quiz grade.
  5. **Term Paper:** The term paper written assignment is a comprehensive paper, in which the student must choose an ethical principle or theory as a foundation to develop a personal nursing perspective. Utilizing the personal nursing perspective, the student must analyze the roles of the baccalaureate prepared nurse including Provider of patient-centered care, Patient safety advocate, Member of the Interdisciplinary Team, and Member of the Profession.

### Make-Up Policy/Late Assignments

All course assignments are expected to be completed and submitted on the specified due date. If the term paper is submitted after the due date, there will be a 10-point deduction **per day** that the assignment is late. If this assignment is turned in after five days, the student will earn a grade of zero (0%). The discussion boards, case study, and legislative assignment will close on the due date and work will not be accepted after the due date with a resulting grade of zero (0%). See Late Assignments Policy in the Nursing Student Handbook.

### Concerns/Questions

If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact the RN-BSN coordinator (Dr. Sandra Rondeau [srondeau@com.edu](mailto:srondeau@com.edu)). If there are still concerns, please email [nursing@com.edu](mailto:nursing@com.edu) to request an appointment with the Director of Nursing. See the Student Concerns Policy in the Nursing Student Handbook for further instructions.

### Successful Tips for Students

1. Schedule time to study based on the difficulty of the content. Use this table as a guide:

Course Difficulty	Study Hours Per Week Per Hour in Class
High Difficulty Course	3 hours
Medium Difficulty Course	2 hours
Low Difficulty Course	1 hour

[http://www.usu.edu/arc/StudySmart/pdf/estimating\\_study\\_hours.pdf](http://www.usu.edu/arc/StudySmart/pdf/estimating_study_hours.pdf)

2. Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:

- 4 Steps to Reading a Textbook:  
<http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/>
- Active Reading Strategies:

- <http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>
- The Reading Cycle: Plan-Do-Review  
<http://www2.swccd.edu/~asc/lrnlinks/txtrdg.html>
- How to Read Your Textbooks More Efficiently College Info Geek (video) <https://www.youtube.com/watch?v=tgVjmFSx7rg>
- 5 Active Reading Strategies for Textbook Assignments College Info Geek (video) [5 Active Reading Strategies for Textbook Assignments - College Info Geek](#)

### **ANA Scope and Standards of Practice**

Students are expected to adhere to established ANA Scope and Standards of Practice (2015)

### **Student Handbooks**

Students are expected to adhere to all policies outlined in the College and Nursing Program student handbooks.

### **Syllabus Revisions**

Faculty reserves the right to make changes to the syllabus as deemed necessary.

### **The Speaking, Reading, and Writing Center**

The Speaking, Reading and Writing Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and non-academic assignments/projects. Located in the Technical Vocational Building, Room 1306, the center provides face-to-face and online tutoring sessions in a welcoming environment. Appointments can be made in person, or on the center scheduler at [com.mywconline.com](http://com.mywconline.com), or by clicking the SRWC icon on the COM website.

## **Course Content**

### **Part I: Guides for Principled Behavior**

#### Unit Student Learning Outcomes:

See objectives at beginning of each chapter

#### Learning Content:

- I. Social, philosophical, and other historical forces influencing the development of nursing
  - A. The Influence of Social Need
  - B. Spiritual, Religious, Gender, and Philosophical Influences
- II. Ethical Theory
  - A. Ethics in Nursing
  - B. Philosophy
  - C. Morals and Ethics
    - Philosophical Basis for Ethical Theory
  - D. Theories of Ethics
    - Utilitarianism
    - Virtue Ethics
    - Moral Particularism
- III. Ethical Principles
  - A. Respect for Autonomy

- Recognizing Violations of Patient Autonomy
  - Informed Consent
  - Paternalism
  - Advocacy
  - Noncompliance
- B. Beneficence  
 C. Nonmaleficence  
 D. Veracity  
 E. Confidentiality  
 F. Justice  
 G. Fidelity

Learning Activities:

Burkhardt, M. & Nathaniel, A. (2020)- Chapters 1 - 3

Activity: Discussion boards and other assignments per course calendar

**Part II: Developing Principled Behavior**

Unit Student Learning Outcomes:

See objectives at beginning of each chapter

Learning Content:

- I. Values Clarification
  - A. What are Values?
    - Moral Values
  - B. Acquiring Values
  - C. Self-Awareness
    - Enhancing Self-Awareness
  - D. Values in Professional Situations
    - Impact of Institutional Values
    - Clarifying Values with Patients
- II. Values Development
  - A. Transcultural Considerations in Values Development
  - B. Beliefs and Values
  - C. Theoretical Perspectives of Values Development
    - Paget's Stages of Cognitive Development
    - Kohlberg's Theory of Moral Development
    - Gilligan's Theory of Moral Development
    - Fowler's Stages of Faith Development
    - Cultural-Development Theory
- III. Ethics and Professional Nursing
  - A. Professional Status
    - Nurses as Professionals
  - B. Codes of Nursing Ethics
  - C. Themes of Nursing Ethics
    - Caring
    - Expertise
    - Autonomy
    - Accountability
    - Authority

- Unity
- IV. Ethical Decision Making
  - A. Problem Analysis
    - Moral Uncertainty
    - Moral/Ethical Dilemmas
    - Practical Dilemmas
    - Intervening Factors
  - B. Ethical Decision Making
  - C. Ethical Decision-Making Tool
    - Step 1: Articulate the Problem and Determine a Realistic Goal
    - Step 2: Gather Data and Identify Conflicting Moral Claims
    - Step 3: Explore Potential Strategies
    - Step 4: Select and Implement a Strategy
    - Step 5: Evaluate Outcomes and Revise the Plan if Needed
  - D. Reactions to Unresolved and Moral Problems: Moral Distress, Moral Outrage, and Moral Reckoning
    - Moral Distress
    - Moral Outage
    - Moral Reckoning

Learning Activities:

Read: Burkhardt, M. & Nathaniel, A. (2020), Chapters 4 – 7

Activity: Discussion boards and other assignments per course calendar

**Part III: Principled Behavior in the Professional Domain**

Unit Student Learning Outcomes:

See objectives at beginning of each chapter

Learning Content:

- I. Legal Issues
  - A. Relationship Between Ethics and the Law
  - B. General Legal Concepts
    - Sources of Law
    - Types of Law
  - C. Legal Jeopardy for Personal Conduct Outside of Work
  - D. Reducing Risk
    - Serious Reportable Events
    - Reducing Liability Risks
  - E. Nurses As Expert Witnesses
- II. Professional Relationship Issues
  - A. Problem Solving in the Professional
    - Maintain Attentiveness to Personal Values
    - Clarify Obligation
    - Determine the Nature of the Problem
    - Choose From Alternative Solutions Thoughtfully
  - B. Nurses' Relationships with Institutions
  - C. Nurses' Relationships With Other Nurses
  - D. Nurses' Relationships with Physicians
  - E. Nurses' Relationships with Subordinates



- Racial Discrimination
  - Discrimination Against Persons with Disabilities
- F. Discrimination
- G. Sexual Harassment and Discrimination
- III. Practice Issues related to Technology
- A. Benefits and Challenges of Technology
- Quality of Life
  - Principle of beneficence and nonmaleficence
- B. Current Technology: Issues and Dilemmas
- Treating Patients: When to Intervene and To What End
  - Issues of Life, Death, Quality of Life and Dying
  - Medical Futility
  - Do Not Resuscitate Orders
  - Artificial Sources of Nutrition and Hydration
  - Legal Issues Related to Technology
  - Palliative Care
  - Examples of Potential Dilemmas with Other Technology
  - Controversial Technologies
- C. Nursing Practice in the Midst of Technology
- Technology, Privacy, and Confidentiality
  - Ethical Issues Related to social media
  - Attitudes and Values
  - Nursing Self-Care
  - The Importance of Communication: Who Decides?
  - Caring: The Human Focus
- IV. Practice Issues Related to Patient Self-determination
- A. Anatomy and Health Care Decisions
- How Far Does Autonomy Go?
- B. Informed Consent
- Ethical and Legal Elements of Informed Consent
  - Special Considerations with Informed Consent
  - Nursing Role and Responsibilities: Informed Consent
- C. Advance Directives
- Decision-making Capacity
  - Nursing Role and Responsibilities: Advance Directives
- D. Choices Concerning Life and Health
- Choices Regarding Recommended Treatment
  - Controversial Choices
- V. Scholarship Issues
- A. Academic Honesty
- Research Issues and Ethics
- B. Ethical Issues in Research
- C. Special Considerations: Vulnerable Populations
- D. Characteristics of Ethical Research
- E. Ethical Treatment of Data

Learning Activities:

Read: Burkhardt, M. & Nathaniel, A. (2020), Chapters 8 – 12

Activity: Discussion boards and other assignments per course calendar

## **Part IV: Global Issues that Interfere with Nursing Practice**

### Unit Student Learning Outcomes:

See objectives at beginning of each chapter

### Learning Content:

- I. Global Consciousness in the 21<sup>st</sup> Century
  - A. Earth Ethics and Health
    - The Earth Charter and Nursing
    - Climate Change
  - B. Disasters: Nursing Response and Ethical Considerations
  - C. Displaced Persons, Migrants, Refugees, and Victims of Armed Conflict
  - D. War and Violence
  - E. Health Care Access and Financing
  - F. Global Needs and Finite Resources
  - G. Traditional Systems of Healing and Health Care
  - H. Challenges for Rural and Urban Aggregates
- II. Health Policy Issues
  - A. Political Issues
  - B. Health Policy
    - The Health Policy Process
    - Ethics in Policymaking
    - Research Data in Policymaking
  - C. Nursing, Policy, and Politics
    - Nursing's Political Strengths
    - Nursing's Political Weaknesses
    - Policy Goals for Nursing
  - D. Nursing Advocacy in the Policy Process
    - Types of Advocacies
    - Political Campaigns
- III. Economic Issues
  - A. Overview of Today's Health Care Economics
  - B. Distributive Justice
    - Entitlement
    - Fair Distribution
    - Distribution of Resources
    - Theories of Justice
  - C. Recent Trends and Health Economic Issues
    - Health Care Reform
- IV. Social Issues
  - A. Social Issues
    - Poverty
    - Homelessness
  - B. Sexual Violence
    - Human Trafficking
  - C. Racism and Ethnic Inequities
  - D. Personal Impediments to Intervening with Vulnerable Groups
    - Increasing Elderly Population
    - Victim Blaming
    - Language of Violence
- V. Gender Issues

- A. Gender Issues in the Workplace
    - The Nursing Workforce
    - Stereotyping
    - Gender Bias
    - Pay Equity
  - B. Gender Issues and Nursing Practice
    - Issues in Women’s Health Care
    - Issues in Men’s Health Care
    - Issues in Lesbian, Gay, Bisexual, and Transgender Health Care
- VI. Transcultural and Spiritual Issues
- A. Transcultural Issues
    - Understanding Culture
    - Cultural Values and Beliefs
    - Culture and the Healthcare System
    - Complementary Therapies
    - Legal Considerations
  - B. Issues Related to Spirituality and Religion
    - Approaching Spirituality
    - Spirituality and Religion
    - Nurturing Spirit

Learning Activities:

Read: Burkhardt, M. & Nathaniel, A. (2020), Chapters 13 – 18

Activity: Discussion boards and other assignments per course calendar

**Part V: The Power to Make a Difference**

Unit Student Learning Outcomes:

See objectives at beginning of each chapter

Learning Content:

- I. Empowerment for Nurses
  - A. Influences on Nursing’s Perceptions of Principled Practice
    - Influence of Mind-Set
    - Metaphors of Nursing and Nursing Self-Image
    - How Nursing is Perceived By Others
  - B. Understanding Power and Empowerment
  - C. Personal Empowerment
  - D. Professional Empowerment
    - Moral Courage: Speaking Up
  - E. Revisioning Nursing
- II. Facilitating Patient Empowerment
  - A. Patients and Empowerment
    - Nurses and Patient Empowerment
  - B. Attitudes of Nurses That Facilitate Empowerment
    - Nursing Knowledge and Skills Necessary for Facilitating Empowerment
  - C. Enhancing Patient Capacity for Decision Making
    - Barriers to Empowerment
  - D. Fostering Patient Empowerment

Learning Activities:

Read: Burkhardt, M. & Nathaniel, A. (2020), Chapters 19 – 20

Activity: Discussion boards and other assignments per course calendar