



**NURS 3354 Legal & Ethical Nursing
Fall 2022
Internet**

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Required Textbooks

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

*This product is an electronic or online application.

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:

Student Learner Outcome	Maps to end of Program Outcomes (Student) SLO's	Assessed via this Assignment
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.	
2. Apply regulatory standards to complex practice situations.	• 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.	Discussion board, Quizzes, Case Studies, Term paper

3. Apply legal standards to complex patient care situations.	• Provide comprehensive patient-centered care utilizing an organized framework to make individual, community, and population-based decisions grounded in evidence-based practice.	Case studies Discussion board assignment Quizzes
4. Apply ethical principles to complex patient care situations	• Provide comprehensive patient-centered care utilizing an organized framework to make individual, community, and population-based decisions grounded in evidence-based practice.	Case studies Discussion board assignment Quizzes Term paper
5. Apply constitutional, administrative, and criminal law in complex practice situations.	• 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.	Unit quizzes Discussion board assignment Quizzes
6. Analyze the legal implications inherent in nursing management.	• 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.	Case studies Discussion board assignment Term paper Quizzes

Methods of Instruction

Case studies
Lecture
Oral presentations
Group discussions
Assignments
Quizzes
Audio-visual instructional aids
Written Reports/Clinical Reasoning exercises
Mapping studies

Grading Scale

A = 90 -100.00
B = 80 -89.99
C = 75 -79.99
D = 60 -74.99
F = < 60

Grade Calculation

Assignment	%
Discussion board weekly	20 %

Case Studies	20 %
Quizzes	20 %
Written Paper	30%
Participation	10%
Grade Total	100%
*A Grade Total of at least 70% is required to pass the course.	

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 Holly Bankston at 409-933-8520 or hbankston@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. <http://www.com.edu/student-services/studenthandbook.php> . 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). 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 incremental 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 (3):** Assesses overall knowledge and application of complete 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:** Assesses ability to synthesize information when collaborating on a topic with peers. Discussions will include but are not limited to the "Ideas for Further Understanding" at the end of each textbook chapter (Black, 2020). Discussion content will focus on problem analysis, moral or ethical dilemmas, practical dilemmas, and intervening factors. Students will be expected to synthesize content for the weekly discussion post and support their response with cited references. Students will be required to synthesize postings from two of their peers each week and contribute to the post with new information either supporting the peers view or offering a different view with supporting references.
4. **Quizzes (5):** 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. 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 Course Facilitator. If, after discussing your concern with the Course Facilitator, you still have questions, please email nursing@com.edu to request an appointment with the

Director of Nursing. Please 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

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/lrnglinks/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, or by clicking the SRWC icon on the COM website.

Surviving Active Shooter Event Reference and Training Videos

Run, Hide, Fight * (Mandatory)

<https://www.youtube.com/watch?v=5VcSwejU2D0>

Last Resort ACTIVE SHOOTER SURVIVAL Measures by Alon Stivi

<https://www.youtube.com/watch?v=r2tIeRUbRHw>

Surviving an Active Shooter Event - Civilian Response to Active Shooter

<https://www.youtube.com/watch?v=j0It68YxLQQ>

Make the Call * (Mandatory) <https://www.youtube.com/watch?v=AWaPp-8k2p0>

Discussion Questions:

1. What is your plan while in class to consider running, hiding, or fighting to survive?
2. How would you lock your classroom and/or barricade entry into the classroom?
3. What would you use to improvise weapons to take down the shooter / aggressor?
4. If you have to fight, would you COMMIT to the fight to save your life and others?
5. If you have a License to Carry and are concealed carrying, what guidelines would you follow?
6. Do you have the campus police emergency number and non-emergency number programmed into your phone?
 - a. COM Police Emergency number (409-933-8599)
 - b. COM Police Non-Emergency number (409-933-8403).
7. When the police arrive why would you have your hands up and follow all commands?
8. Why is it important to make the call to report any suspicious person or activity to campus police?

Notice to Students Regarding Licensing

Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements:

https://www.bon.texas.gov/licensure_eligibility.asp.

Should you wish to request a review of the impact of criminal history on your potential Registered Nurse License prior to or during your quest for a degree, you can visit this link and request a "Criminal History Evaluation": https://www.bon.texas.gov/licensure_endorsement.asp.

This information is being provided to all persons who apply or enroll in the program, with notice of the requirements as described above, regardless of whether or not the person has been convicted of a criminal offense. Additionally, HB 1508 authorizes licensing agencies to require reimbursements when a student fails to receive the required notice.

Course Content

Unit 1: Social, Philosophical, and Other Historical Forces Influencing the Development of Nursing

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Discuss the relationship between social need and the origin of the profession of nursing.

2. Discuss the relationship between moral reasoning and the origin of nursing.
3. Describe the mutually beneficial relationship between the broader society and its professions.
4. Explain the effect of a culture's prevailing belief system on the practice of nursing.
5. Identify how historic spiritual beliefs and religious practices influenced evolutionary changes in nursing.
6. Discuss how the historical background of the status of women in various cultures is related to the practice of nursing.
7. Examine the effect of philosophy on beliefs and practices within society.
8. Make plausible inferences relating the evolution of the practice of nursing to the current state of the profession.

Learning Content:

- I. Introduction
- II. The Influence of Social Need
- III. Spiritual, Religious, Gender, and Philosophical Influences
 - A. Spiritual/Religious Influences
 - B. Ancient Times
 - C. The Early Christian Era
 - D. The Middle Ages
 - E. The Renaissance and the Reformation
 - F. The Modern Era
 - G. The Contemporary Era
- IV. Summary

Learning Activities:

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

Activity:

D2L Discussion: Social, Philosophical and Historical Influences

Unit 2: Ethical Theory

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Discuss the purpose of philosophy.
2. Define the terms *moral philosophy* and *ethics*.
3. Discuss the importance of a systematic study of ethics to nursing.
4. Discuss the importance of ethical theory.
5. Describe utilitarianism.
6. Describe deontological ethics, defining the terms *categorical imperative* and *practical imperative*.
7. Define the terms *virtue* and *virtue ethics*.
8. Discuss moral particularism.

Learning Content:

- I. Introduction
 - A. Ethics in Nursing
- II. Philosophy
- III. Morals and Ethics
 - A. Philosophical Basis for Ethical Theory
- IV. Theories of Ethics
 - A. Utilitarianism
 - B. Deontology
 - C. Virtue Ethics
 - D. Moral Particularism
- V. Summary

Learning Activities:

Read:

Burkhardt, M. & Nathaniel, A. (2020), Chapter 2

Activity:

D2L Discussion: Ethical Theory

Unit 3: Ethical Principles

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Discuss the principle of respect for autonomy in terms of patients' rights, informed consent, advocacy, and noncompliance.
2. Discuss the principle of beneficence as it relates to nursing practice.
3. Define the principle of nonmaleficence, and weigh actions in terms of harm and benefit.
4. Relate the principle of veracity to nursing practice.
5. Examine the principle of confidentiality in nursing practice, recognizing legal implications and reasonable limits to confidentiality.
6. Discuss the principle of justice as it relates to the delivery of health care goods and services.
7. Relate the principle of fidelity to nursing's promise to society.
8. Discuss situations in which there is a conflict between two or more ethical principles.

Learning Content:

I. Introduction

A. Respect for Persons

II. Respect for Autonomy

A. Recognizing Violations of Patient Autonomy

B. Informed Consent

C. Paternalism

D. Advocacy

E. Noncompliance

III. Beneficence

IV. Nonmaleficence

V. Veracity

VI. Confidentiality

A. Contemporary Issues of Confidentiality

B. Limits of Confidentiality

VII. Justice

VIII. Fidelity

IX. Summary

Learning Activities:

Read:

Burkhardt, M. & Nathaniel, A. (2020), Chapter 3

Activity:

D2L Discussion: Ethical Principles

Unit 4: Values Clarification

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Define and differentiate personal values, societal values, professional values, organizational values, and moral values.
2. Discuss how values are acquired.
3. Discuss self-awareness as a tool for living an ethical life.
4. Explain the place of values clarification in nursing.
6. Describe values conflict and its implications for nursing care.
7. Describe the interaction between personal and institutional values.
8. Discuss the importance of attending to both personal values and patient values.

Learning Content:

- I. Introduction
- II. What are Values?
 - A. Moral Values
- III. Acquiring Values
- IV. Self-Awareness
 - A. Enhancing Self-Awareness
- V. Values in Professional Situations
 - A. Impact of Institutional Values
 - B. Clarifying Values with Patients
- VI. Summary

Learning Activities:

Read:

Burkhardt, M. & Nathaniel, A. (2020), Chapter 4

Activity:

D2L Discussion: Values Clarification

Unit 5: Values Development

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Discuss influences of culture on values development.
2. Contrast theoretical approaches to moral development.
3. Describe and differentiate the ethic of care and the ethic of justice.
4. Evaluate the personal phase of moral development.
5. Discuss nursing considerations related to moral development.

Learning Content:

- I. Introduction
- II. Transcultural Considerations in Values Development
- III. Beliefs and Values
- IV. Theoretical Perspectives of Values Development
 - A. Piaget's Stages of Cognitive Development
 - B. Kohlberg's Theory of Moral Development
 - C. Gilligan's Theory of Moral Development
 - D. Fowler's Stages of Faith Development
 - E. Cultural-Development Theory
- V. Some Nursing Considerations
- VI. Summary

Learning Activities:

Read:

Burkhardt, M. & Nathaniel, A. (2020), Chapter 5

Activity:

D2L Discussion: Values Development

Unit 6: Ethics and Professional Nursing

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe the evolution of professional nursing ethics.
2. Discuss the meaning of the term *professional*, including traits commonly associated with professional status and the historical debate regarding the professional status of nursing.
3. Discuss contemporary codes of nursing ethics.
4. Discuss the importance of caring to the profession of nursing.
5. Discuss the relationships among the concepts of expertise, ethics, and professional status.
6. Discuss autonomy in terms of both the individual nurse and the profession of nursing.
7. Discuss the relationship between professional autonomy and ethics.
8. Discuss the concept of accountability, including various mechanisms of nursing accountability.
9. Explain the relationship between accountability and professional status.
10. Define the concept of authority, differentiating between professional and personal authority.
11. Discuss the concept of unity and its relationship to professional status in nursing.

Learning Content:

- I. Introduction
- II. Professional Status
 - A. Nurses as Professionals
- III. Codes of Nursing Ethics
- IV. Themes of Nursing Ethics
 - A. Caring
 - B. Expertise
 - C. Autonomy
 - D. Accountability
 - E. Authority
 - F. Unity
- V. Summary

Learning Activities:

Read:

Burkhardt, M. & Nathaniel, A. (2020), Chapter 6

Activity:

D2L Discussion: Ethics

Unit 7: Ethical Decision Making

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe and differentiate ethical dilemmas, moral uncertainty, practical dilemmas, moral distress, moral outrage, and moral reckoning.
2. Describe the process of making thoughtful decisions.
3. Discuss similarities between the nursing process and ethical decision making.
4. Describe the role of emotions in ethical decisions.
5. Recognize the moral elements of everyday nursing practice.
6. Examine the process of ethical decision making.
7. Apply the ethical decision-making process to clinical cases.

Learning Content:

I. Introduction

II. Problem Analysis

- A. Moral Uncertainty
- B. Moral/Ethical Dilemmas
- C. Practical Dilemmas
- D. Intervening Factors

III. Ethical Decision Making

- A. Making Decisions

IV. Ethical Decision-Making Tool

- A. Step 1: Articulate the Problem and Determine a Realistic Goal
- B. Step 2: Gather Data and Identify Conflicting Moral Claims
- C. Step 3: Explore Potential Strategies
- D. Step 4: Select and Implement a Strategy
- E. Step 5: Evaluate Outcomes and Revise the Plan if Needed

V. Reactions to Unresolved and Moral Problems: Moral Distress, Moral Outrage, and Moral Reckoning

- A. Moral Distress
- B. Moral Outrage
- C. Moral Reckoning

VI. Summary

Learning Activities:

Read:

Burkhardt, M. & Nathaniel, A. (2020), Chapter 7

Activity:

D2L Discussion: Ethical Decision Making

Unit 8: Legal Issues

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Recognize the difference between ethics and the law and discuss the relationship of each to the other.
2. Describe sources of law.
3. Distinguish between constitutional law, statutory law, administrative law, and common law.
4. Describe the difference between public and private law.
5. Discuss instances in which nurses might be accused of breaches of public law.
6. Define *tort* and distinguish between unintentional and intentional torts.
7. Discuss methods that nurses can use to limit liability.
8. Describe the role of the expert nurse witness.

Learning Content:

- I. Introduction
- II. Relationship Between Ethics and the Law
- III. General Legal Concepts
 - A. Sources of Law
 - B. Types of Law
 - C. Legal Jeopardy for Personal Conduct Outside of Work
- IV. Reducing Risk
 - A. Serious Reportable Events
 - B. Reducing Liability Risks
- V. Nurses As Expert Witnesses
- VI. Summary

Learning Activities:

Read:

Burkhardt, M. & Nathaniel, A. (2020), Chapter 8

Activity:

D2L Discussion: Legal Issues

Unit 9: Professional Relationship Issues

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Identify relationships and potential conflicts that nurses face in the professional realm.
2. Characterize the nature of various conflicts.
3. Examine beliefs about the relative strengths of various obligations.
4. Identify nurses' primary obligation.
5. Discuss issues related to nurses' relationships with other nurses, institutions, physicians, and subordinates.
6. Discuss issues related to racial discrimination, sexual harassment, and discrimination against persons with disabilities.

Learning Content:

- I. Introduction
- II. Problem Solving in the Professional
 - A. Maintain Attentiveness to Personal Values
 - B. Clarify Obligation
 - C. Determine the Nature of the Problem
 - D. Choose From Alternative Solutions Thoughtfully
- III. Nurses' Relationships with Institutions
- IV. Nurses' Relationships With Other Nurses
- V. Nurses' Relationships with Physicians
- VI. Nurses' Relationships with Subordinates
- VII. Discrimination
 - A. Racial Discrimination
 - B. Discrimination Against Persons with Disabilities
- VIII. Sexual Harassment and Discrimination
- IX. Summary

Learning Activities:

Read:

Burkhardt, M. & Nathaniel, A. (2020), Chapter 9

Activity:

D2L Discussion: Professional Relationships

Unit 10: Practice Issues Related to Technology

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Discuss the impact of technology on nursing and health care.
2. Apply beneficence and nonmaleficence to decisions about technology.
3. Discuss issues and dilemmas related to current technology and to life-sustaining interventions.
4. Relate the concept of medical futility to health care decisions.
5. Relate economics to decisions regarding health technology.
6. Discuss considerations in decisions about cardiopulmonary resuscitation and artificial sources of nutrition for patients.
7. Describe legal issues associated with health care technology.
8. Discuss issues and dilemmas associated with technologies affecting reproduction, genetics, and organ transplantation.
9. Identify issues and dilemmas associated with research into controversial technologies.
10. Discuss issues related to use of health care information technology and social media in nursing and health care.
11. Describe nursing considerations for patient care in the midst of technology.

Learning Content:

I. Introduction

II. Benefits and Challenges of Technology

- A. Quality of Life
- B. Principles of Beneficence and Nonmaleficence

III. Current Technology: Issues and Dilemmas

- A. Treating Patients: When to Intervene and To What End
- B. Issues of Life, Death, and Dying
- C. Medical Futility
- D. Do Not Resuscitate Orders
- E. Artificial Sources of Nutrition and Hydration
- F. Legal Issues Related to Technology
- G. Palliative Care
- H. Examples of Potential Dilemmas with Other Technology
- I. Controversial Technologies

IV. Nursing Practice in the Midst of Technology

- A. Technology, Privacy, and Confidentiality
- B. Ethical Issues Related to social media
- C. Attitudes and Values
- D. Nursing Self-Care
- E. The Importance of Communication: Who Decides?
- F. Caring: The Human Focus

V. Summary

Learning Activities:

Read:

Burkhardt, M. & Nathaniel, A. (2020), Chapter 10

Activity:

D2L Discussion: Issues in Technology

Unit 11: Practice Issues Related to Patient Self-Determination

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Discuss issues related to autonomy and patient self-determination.
2. Describe factors that may threaten autonomy in health care settings and situations in which autonomy may be limited.
3. Examine the interaction of justice and autonomy.
4. Discuss informed consent as it relates to patient self-determination.
5. Examine legal and ethical elements of informed consent.
6. Describe the nursing role and responsibilities related to informed consent.
7. Discuss the place of advance directives in health care decisions.
8. Discuss patient autonomy related to choices for life and health.
9. Describe the nursing role and responsibilities related to patient lifestyle and health choices.
10. Discuss the nursing role regarding complementary therapies.
11. Describe ethical concerns related to controversial choices that affect personal and public health.

Learning Content:

- I. Introduction
- II. Anatomy and Health Care Decisions
 - A. How Far Does Autonomy Go?
- III. Informed Consent
 - A. Ethical and Legal Elements of Informed Consent
 - B. Special Considerations with Informed Consent
 - C. Nursing Role and Responsibilities: Informed Consent
- IV. Advance Directives
 - A. Decision-making Capacity
 - B. Nursing Role and Responsibilities: Advance Directives
- V. Choices Concerning Life and Health
 - A. Choices Regarding Recommended Treatment
 - B. Controversial Choices
- VI. Summary

Learning Activities:

Read:

Burkhardt, M. & Nathaniel, A. (2020), Chapter 11

Activity:

D2L Discussion: Patient Self-Determination

Unit 12: Scholarship Issues

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe scholarship issues encountered by nurses in academic and clinical settings.
2. Discuss principles basic to academic honesty and the ethical treatment of research data.
3. Describe principles and nursing standards undergirding the protection of human rights in research.
4. Explain why informed consent is mandated for research involving human subjects, and describe the elements required for this consent.
5. Discuss the nursing role regarding the protection of human rights in research.
6. Describe principles guiding a personal response to dilemmas regarding nursing scholarship.

Learning Content:

- I. Introduction
- II. Academic Honesty
- III. Research Issues and Ethics
 - A. Ethical Issues in Research
 - B. Special Considerations: Vulnerable Populations
 - C. Characteristics of Ethical Research
 - D. Ethical Treatment of Data
- IV. Summary

Learning Activities:

Read:

Burkhardt, M. & Nathaniel, A. (2020), Chapter 12

Activity:

D2L Discussion: Scholarship Issues

Unit 13: Global Consciousness in the 21st Century

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Discuss the relationship between Earth health and human health.
2. Describe the role and ethical responsibility of nursing in addressing local, national, and global environmental issues.
3. Discuss health issues related to local, national, and global issues such as climate change, disaster, displaced persons, immigrants, war and violence, epidemics and pandemics, toxic chemicals, and other pollutants.
4. Describe the impact on vulnerable populations of global humanitarian and health crises.
5. Discuss the nursing role, responsibility, and ethical stance in addressing local, national, and global health care needs of people and communities affected by these global issues.
6. Describe the challenges of accessibility and financing facing health care delivery systems around the globe.
7. Identify how traditional healing systems can be resources for health care worldwide.
8. Briefly describe factors affecting health care delivery for rural and urban aggregates.

Learning Content:

- I. Introduction
- II. Earth Ethics and Health
 - A. The Earth Charter and Nursing
 - B. Climate Change
- III. Disasters: Nursing Response and Ethical Considerations
- IV. Displaced Persons, Migrants, Refugees, and Victims of Armed Conflict
- V. War and Violence
- VI. Health Care Access and Financing
- VII. Global Needs and Finite Resources
- VIII. Traditional Systems of Healing and Health Care
- IX. Challenges for Rural and Urban Aggregates
- X. Summary

Learning Activities:

Read:

Burkhardt, M. & Nathaniel, A. (2020), Chapter 13

Activity:

D2L Discussion: Global Consciousness

Unit 14: Health Policy Issues

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe the process by which issues become “political issues.”
2. Distinguish between the terms *political* and *partisan*.
3. Give examples of specific political issues related to health care.
4. Discuss your personal stand on various political issues in relation to ethics.
5. Describe the health policy process.
6. Discuss the role of ethics in policymaking.
7. Explain the role of nurses in the policymaking process.
8. Describe various methods of influencing public policy.

Learning Content:

- I. Introduction
- II. Political Issues
- III. Health Policy
 - A. The Health Policy Process
 - B. Ethics in Policymaking
 - C. Research Data in Policymaking
- IV. Nursing, Policy, and Politics
 - A. Nursing’s Political Strengths
 - B. Nursing’s Political Weaknesses
 - C. Policy Goals for Nursing
- V. Nursing Advocacy in the Policy Process
 - A. Types of Advocacies
 - B. Political Campaigns
- VI. Summary

Learning Activities:

Read:

Burkhardt, M. & Nathaniel, A. (2020), Chapter 14

Activity:

D2L Discussion: Health Policy Issues

Unit 15: Economic Issues

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe the role of economics in health care.
2. Explain the concept of distributive justice.
3. Discuss utilitarian, libertarian, communitarian, and egalitarian theories.
4. Discuss basic questions related to the distribution of health care resources.
5. Describe recent trends in health care economics and the relationship of economic trends to the delivery of health care.
6. Discuss ethics in relation to managed care systems of health care delivery.

Learning Content:

- I. Introduction
- II. Overview of Today's Health Care Economics
- III. Distributive Justice
 - A. Entitlement
 - B. Fair Distribution
 - C. Distribution of Resources
 - D. Theories of Justice
- IV. Recent Trends and Health Economic Issues
 - A. Health Care Reform
- V. Summary

Learning Activities:

Read:

Burkhardt, M. & Nathaniel, A. (2020), Chapter 15

Activity:

D2L Discussion: Economic Issues

Unit 16: Social Issues

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Explain how social conditions such as poverty, homelessness, food insecurity, sexual violence, human trafficking, an increasing elderly population, racism, and ethnic inequities affect health.
2. Apply the concept of justice to vulnerable populations, elaborating on the implications for society and the health care system.
3. Discuss the application of beneficence and nonmaleficence to vulnerable groups in light of today's health care system.
4. Identify considerations related to promoting autonomy for health care decision making among vulnerable populations.
5. Analyze evidence of victim blaming within the health care system.
6. Illustrate application of the concepts of advocacy and nonviolence to care of vulnerable populations.
7. Discuss ethical considerations for nurses in caring and advocating for people affected by these social issues.

Learning Content:

- I. Introduction
- II. Social Issues
 - A. Poverty
- III. Homelessness
- IV. Sexual Violence
- V. Human Trafficking
 - A. Increasing Elderly Population
- VI. Racism and Ethnic Inequities
 - A. Interface of Social Issues
- VII. Ethical Principles Applied to Social Issues
 - A. Justice
 - B. Nonmaleficence
 - C. Beneficence
 - D. Autonomy
- VIII. Personal Impediments to Intervening with Vulnerable Groups
 - A. Victim Blaming
 - B. Language of Violence
- IX. Summary

Learning Activities:

Read:

Burkhardt, M. & Nathaniel, A. (2020), Chapter 16

Activity:

D2L Discussion: Social Issues

Unit 17: Gender Issues

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Discuss how ethics relates to gender issues in nursing.
2. Explore how the title *nurse* contributes to gender stereotyping and gender bias in nursing.
3. Discuss how stereotyping and gender bias affect the nursing workforce.
4. Compare issues found in women's and men's health care.
5. Examine issues in the health care of LGBT+ individuals.

Learning Content:

- I. Introduction
- II. Gender Issues in the Workplace
 - A. The Nursing Workforce
 - B. Stereotyping
 - C. Gender Bias
 - D. Pay Equity
- III. Gender Issues and Nursing Practice
 - A. Issues in Women's Health Care
 - B. Issues in Men's Health Care
 - C. Issues in Lesbian, Gay, Bisexual, and Transgender Health Care
- IV. Summary

Learning Activities:

Read:

Burkhardt, M. & Nathaniel, A. (2020), Chapter 17

Activity:

D2L Discussion: Gender Issues

Unit 18: Transcultural and Spiritual Issues

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe factors associated with cultural sensitivity within nursing.
2. Discuss the influence of culture on health and health care decisions.
3. Identify approaches for dealing with transcultural issues in nursing.
4. Discuss issues related to the use of complementary therapies by patients.
5. Identify legal considerations related to transcultural issues.
6. Discuss the relationship between spirituality and health.
7. Describe issues associated with spirituality and religion.
8. Identify the nursing role in addressing patients' spiritual concerns.
9. Discuss considerations regarding nurturing one's spirit.

Learning Content:

I. Introduction

II. Transcultural Issues

- A. Understanding Culture
- B. Cultural Values and Beliefs
- C. Culture and the Healthcare System
- D. Complementary Therapies
- F. Legal Considerations

III. Issues Related to Spirituality and Religion

- A. Approaching Spirituality
- B. Spirituality and Religion
- C. Nurturing Spirit

IV. Summary

Learning Activities:

Read:

Burkhardt, M. & Nathaniel, A. (2020), Chapter 18

Activity:

D2L Discussion: Transcultural and Spiritual Issues

Unit 19: Empowerment for Nurses

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Discuss the effect of mind-set on expectations regarding nursing practice and ethical stances.
2. Describe metaphors for nursing and discuss their impact on nursing ethics.
3. Explain the impact on nursing practice of perceptions about nursing, both from within and from outside the profession.
4. Describe the concepts of power and empowerment.
5. Discuss personal empowerment and its importance within nursing.
6. Discuss the relationship among professional empowerment, principled behavior, and nursing practice.
7. Describe important nursing considerations regarding speaking up about unethical practice and behavior.
8. Discuss the influence on professional practice of nursing's vision of nursing.

Learning Content:

- I. Introduction
- II. Influences on Nursing's Perceptions of Principled Practice
 - A. Influence of Mind-Set
 - B. Metaphors of Nursing and Nursing Self-Image
 - C. How Nursing is Perceived By Others
- III. Understanding Power and Empowerment
- IV. Personal Empowerment
- V. Professional Empowerment
 - A. Moral Courage: Speaking Up
- VI. Revisioning Nursing
- VII. Summary

Learning Activities:

Read:

Burkhardt, M. & Nathaniel, A. (2020), Chapter 19

Activity:

D2L Discussion: Empowerment

Unit 20: Facilitating Patient Empowerment

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Discuss the meaning of patient empowerment.
2. Discuss the nursing role in empowerment of patients.
3. Describe nurse attitudes that facilitate empowerment.
4. Identify nursing knowledge and skills basic to empowerment.
5. Describe factors that enhance or block patient empowerment.
6. Discuss approaches to fostering empowerment with patients.

Learning Content:

- I. Introduction
- II. Patients and Empowerment
- III. Nurses and Patient Empowerment
 - A. Attitudes of Nurses That Facilitate Empowerment
 - B. Nursing Knowledge and Skills Necessary for Facilitating Empowerment
- IV. Enhancing Patient Capacity for Decision Making
 - A. Barriers to Empowerment
- V. Fostering Patient Empowerment
- VI. Summary

Learning Activities:

Read:

Burkhardt, M. & Nathaniel, A. (2020), Chapter 20

Activity:

D2L Discussion: Patient Empowerment

Course Calendar and Assignment Due Dates

Date	Weekly Content	Assignments	Due Dates
Week 1 10/16	Unit 1, 2, 3	Discussion board. Primary post due Wed by 23:59. Replies to two of your peers/Instructor due Saturday by 23:59	Wed 10/19 Sat 10/22
Week 2 10/23	Units 4, 5, 6 Quiz 1	Discussion board. Primary post due Wed by 23:59. Replies to two of your peers/Instructor due Saturday by 23:59	Wed 10/26 Sat 10/29 Sun 10/30 – Quiz 1
Week 3 10/30	Units 7, 8 Quiz 2	Case study 1 due Saturday by 23:59	Sat 11/5 Sun 11/6 – quiz 2
Week 4 11/6	Units 9,10 Quiz 3	Discussion board. Primary post due Wed by 23:59. Replies to two of your peers/Instructor due Saturday by 23:59	Wed 11/9 Sat 11/12 Sun 11/13 – Quiz 3
Week 5 11/13	Units 11, 12 Quiz 4	Discussion board. Primary post due Wed by 23:59. Replies to two of your peers/Instructor due Saturday by 23:59	Wed 11/16 Sat 11/19 Sun 11/20 – Quiz 4
Week 6 11/20	Units 13, 14, 15 Quiz 5	Case study 2 due Saturday by 23:59	Sat 11/26 Sun 11/27 – Quiz 5
Week 7 11/27	Units 16, 17, 18 Written Term Paper due Sunday 12/4/22 by 23:59	Discussion board. Primary post due Wed by 23:59. Replies to two of your peers/Instructor due Saturday by 23:59 Written Term Paper due Sunday 12/4/22 by 23:59	Wed 11/30 Sat 12/3 Term Paper 12/4
Week 8 12/4	Unit 19, 20	Case study 3 due Wednesday by 23:59	Wed 12/7