ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY, NACOGDOCHES, TEXAS.

IN THE CASE OF COMMISSION, OMISSION, AMBIGUITY, VAGUENESS, OR CONFLICT, THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.

EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THEREWITH.

EACH STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for informational purposes only.
Faculty Contact Information:

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Department: Nursing
Email: rtubbe@sfasu.edu

Use Desire 2 Learn (D2L) for all course correspondence once class begins.

Office phone: Preferred contact by class email, in the event of an emergency contact me by text, 936-554-2106, please add a short message, your name, and class ID.

Office Hours: Request a conference call or appointment for Face to Face. Text 936-554-2106 with your name and class information to request an appointment.

Class Meeting time and place: This is an online class and will be primarily taught online using the D2L learning system. For assistance in navigating the D2L system see: http://www.sfaonline.info/d2ltutorials

Students should access the course at least three times weekly to view announcements, assignment deadlines, and other posts.

Clinical Meeting time and place: No clinical component or face to face meetings in this course.

Required Texts and Materials:

Catalogue Description

One semester didactic hour. This course provides students the opportunity for critical thinking and the acquisition and application of ethical decision-making models and theories to ethical issues across the curriculum and the lifespan. The role of the nurse as an integral part of the interdisciplinary ethical decision-making team is highlighted.

Course Description

This course provides students the opportunity for critical thinking and the acquisition and application of ethical decision-making models and theories to ethical issues across the curriculum and the lifespan. The role of the nurse as an integral part of the interdisciplinary ethical decision-making team is highlighted. Students will be encouraged to find a model that will aid them in ethical decision-making while in nursing courses and in practice after graduation. Models will be applied to specific case studies and open discussion will be encouraged.

Number of Credit Hours

1 credit hour (1 lecture)

Course Prerequisites and Co-requisites

Pre-requisites: None

Co-requisites: None

Program Learning Outcomes

Graduates of the program will:

1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence based practice.
2. Deliver nursing care within an established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assume responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Demonstrate continuing competence, growth, and development in the profession of nursing.
Student Learning Outcomes

Students will:

1. Explore ethical decision-making models/theories that may be used by the nurse to approach situations encountered in daily practice.

2. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.

3. Analyze various ethical issues across the lifespan within the framework of selected ethical models and theories.

4. Examine ethical issues in the areas of maternal/fetal/family nursing, adult nursing, mental health nursing, the community healthcare organizations, and nursing research.

5. Explore issues related to social justice and the allocation of scarce resources,

6. Identify an ethical decision-making model/theory that best fits within the context of the student’s own beliefs and life.

7. Discuss the role of the nurse on the interdisciplinary ethical decision-making team.

Differentiated Essential Competencies (DEC’s)

The Richard and Lucille DeWitt School of Nursing prepares graduates to demonstrate the Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors (DECs). The competencies are based upon the preparation in the program of study. In nursing education, the DEC’s serve as a guideline and tool for curriculum development and revision, a tool for benchmarking and evaluation of the program, and statewide standard to ensure graduates will enter practice as safe and competent nurses. The DECs are incorporated into every course in the SON to ensure uniformity and continuity of standards. Please refer to the Texas BON website for additional information.  
https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf

Teaching Methods

Online lectures, small group discussions, assignments, chat rooms, internet searches, writing opportunities, interactive activities, and invitations to simply express what you are thinking and feeling.
Evaluation of Course by Students

Students are encouraged to complete online evaluations of course and faculty at end of term.

Grading Policy:

It is necessary to obtain a grade of 75 or higher in the class to pass this course. A class average below 75 constitutes failure. (Nursing Policy No. 25; http://www.fp.sfasu.edu/nursing/studentpolicies.htm).

Quizzes are meant to be secure; no printing, copying, or writing questions down for outside use is permitted.

In the event of course failure, the student must petition the Student Affairs Committee to repeat the course and to remain in the program. See the School of Nursing policies relating to retention and progression.

Policy 66 (effective June 1, 2017) for all courses:

1. Rounding is confined to the final course grade.
   Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook (D2L) in their original form without rounding.
2. Final course grades are rounded to the closest whole number using the 0.5 math rule and using one decimal point to the right of the whole number. If the final course grade is not a whole number, the following rounding rules apply:
   a. If the decimal attached to a whole number is 0.5 or greater, then round up to the next whole number (equal to or greater than 85.50 = 86)
   b. If the decimal attached to a whole number is less than 0.5, then round down to the previous whole number (equal to or less than 85.49 = 85).
3. The grading schedule for all Nursing Courses is as follows:
   90-100 = A
   80-89 = B
   75-79 = C
   Less than 75 = F
Course Evaluation

Evaluation is based on achievement of the objectives. Evaluation strategies may include unit quizzes, discussion threads, written assignments, collaboration with peers on assignments, and interactive learning activities. All assignment must be submitted by due date or receive a grade of zero unless prior arrangements made with instructor. The course will be graded as follows:

Group Discussions: .................................................................25%
Quizzes....................................................................................25%
Individual assignment (Application of novel)..............................25%
Individual assignment: (Ethical Perspectives-Self Reflection)….. 25%
TOTAL....................................................................................100

Quizzes/Exams: Will be open book tests administered on the D2L course website. Only one attempt is permitted. Quizzes should be taken individually, not collaboratively.

Written Assignments: Grading criteria for course assignments will be posted on D2L. Assignments must be submitted in the drop-box by due dates (see Course Calendar) or a grade of zero will be given unless prior arrangements have been made with the instructor.

Discussion Threads: Participation in assigned discussion forums is required and will be graded according to grading criteria posted on D2L. Discussion threads contribute to interaction with faculty and peers and to applying course content. Please observe net etiquette when posting.

Net Etiquette:

Observe proper net etiquette when posting online. Remember to be respectful, relevant, brief, forgiving, and on topic. Avoid profanity, personal attacks, or offensive comments. See the following link for guidelines: http://www.educatorstechnology.com/2014/06/15-essential-netiquette-guidelines-to.html

Communication with Instructor

Instructor is available by email through SFASU or D2L. Students are expected to access email and D2L at least three times a week for announcements and assignments.

A Discussion Thread called Ask the Instructor is available on D2L for concerns and questions.

A Discussion Thread called Student Forum is available where you can share concerns/questions/information with your peers.
OUTLINE OF TOPICS—refer to course calendar for dates, topics, and assignments

UNIT OBJECTIVES
(Adapted from Butts and Rich (2016))

PART 1:
Introduction to Ethics (chapters 1-3)

Chapter 1: Introduction to Ethical Philosophy, Theories, and Approaches
1. Define the terms ethics and morals and philosophical uses of these terms.
2. Discuss systems of moral reasoning as they have been used throughout history.
3. Evaluate a variety of ethical approaches and theories in personal and professional relationships.

Chapter 2: Introduction to Bioethics and Ethical Decision Making
1. Discuss the history of bioethics.
2. Use the approach of ethical principlism in nursing practice.
3. Identify criteria that define an ethical dilemma.
4. Analyze bioethical issues in practice and from news media.
5. Consider how critical thinking is used in ethical nursing practice.
6. Use selected models of reflection and decision making in ethical nursing practice.

Chapter 3: Ethics in Professional Nursing Practice:
1. Differentiate nursing ethics from medical ethics and bioethics.
2. Delineate key historical events that led to the development of the current codes of ethics for the American Nurses Association (ANA) and International Council of Nurses (ICN).
3. Describe professional nursing boundaries and ways nurses cross those boundaries.
4. Review the concept of nursing as praxis.
5. Propose scenarios that require a stench test before the nurse can make an ethical decision.
6. Summarize the three major nursing ethical competencies: moral integrity, communication, and concern.
7. Discriminate among the ethical competencies that comprise each major ethical competency: (1) moral integrity: honesty, truthfulness and truth-telling, benevolence, wisdom, and moral courage; (2) communication: mindfulness and effective listening; and (3) concern: advocacy, power, and culturally sensitive care.
8. Contrast moral distress from moral integrity.
9. Recall ways to discern when a nurse fits Aristotle’s description of the truthful sort.
11. Examine the nursing ethical implications involved when a physician, through exercising therapeutic privilege, does not disclose the whole truth to a patient who is in the process of dying with cancer.
12. Devise two or three scenarios that would prompt a nurse to respond with moral courage.
13. Describe the significance of communication in relation to the connection between mindfulness and effective listening.
14. Relate patient advocacy and power to nurses’ everyday ethical work.
15. Formulate an assessment plan for a culturally diverse patient who is newly admitted to a hospital.
17. Explain how nurse recipients of horizontal violence progress to the walking wounded, then transform to the wounded healer.
18. Evaluate nurses’ use of social networking in terms of the ANA guidelines for professional ethical conduct.
19. Imagine two or three incidents of social media use in which a nurse violated the ANA Code of Ethics for Nurses with Interpretive Statements.

Overall Part 1: Examine own ethical decision-making philosophy.
Part II:

Ethical Issues Across the Lifespan (chapters 4-9)

Chapter 4: Reproductive Issues and Nursing Ethics

1. Describe the current global and U.S. landscape of reproductive rights and reproductive health.
2. Explore the rationale for the worldwide morbidity rate of reproductive women.
3. Discuss the theories for full moral standing.
4. Explore the maternal–fetal conflict as it relates to the legal and ethical issues of human and reproductive rights, autonomy, beneficence, nonmaleficence, and justice in health care and treatment.
5. Explore legal and ethical issues of abortion.
6. Contrast both sides of the debate on abortion: prochoice groups and pro-life groups.
7. Compare the ethical issues for each major type of assisted reproductive technology.
8. Discuss the rationale for couples to make informed choices about pregnancy and the type of assisted reproductive technology in terms of genetic screening, testing, and counseling.
9. Discuss the ethical considerations for maternal substance abuse.
10. Integrate Bergum’s relational ethics into the essential interpretational aspects of the American Nurses Association Code of Ethics for Nurses with Interpretive Statements for the care of childbearing women.

Chapter 5: Infant and Child Nursing Ethics

1. Discuss issues of vulnerability as they relate to the care of infants and children.
2. Understand ethical issues regarding the universal vaccination of children and the nurse’s role.
3. Identify ethical decision-making processes in the care of children.
4. Evaluate factors regarding refusing treatment for infants and children.
5. Discuss landmark cases in the ethical and legal care of infants and children.
6. Understand the nurse’s role as an advocate in the care of infants and children.

Chapter 6: Adolescent Nursing Ethics

1. Explore the phases of adolescent development as they relate to unhealthy and risky behaviors.
2. Delineate the major at-risk behaviors in which adolescents engage.
3. Examine the major causes of adolescent deaths.
4. Discuss the rationale for the central ethical issues of adolescents in terms of family, peers, teachers, and health care professionals, including nurses.
5. Evaluate the significance of appropriate and inappropriate communication for health educators teaching adolescents a prevention program with health risk messages.
6. Describe the benefits of theory-based health risk messages that have a fear appeal for use with education programs.
7. Scrutinize the state of the research regarding the effectiveness of abstinence-only programs versus comprehensive sexual education programs.
8. Explore major ethical concerns arising from planning and implementing adolescent health education programs, specifically abstinence-only and comprehensive sexual education programs.
9. Compare trust, privacy, and confidentiality and their significance regarding the health care information and nursing care of adolescents and adolescent decision making capacity.
10. Discuss other critical health issues that trigger ethical concerns, such as depression and suicidal ideation, alcohol and other drug use, sexual abuse, and eating disorders.
11. Delineate the five stages of grief that adolescents and others experience during their own dying process.
12. Discuss essential competencies that nurses should demonstrate during the planning and care of adolescents, and include the major concepts from the ANA 2015 Code of Ethics for Nurses.

Chapter 7: Adult Health Nursing Ethics

1. Explore the concept of medicalization as it relates to the societal shift away from physician predominance of the 1970’s
2. Differentiate among the following terms: compliance, noncompliance, adherence, nonadherence, and concordance.
3. Examine cultural views with regard to self-determination, decision making, and American healthcare professionals’ values of medicalization and treatment regimens.
4. Identify ways nurses can create an ethical environment when they care for patients with chronic disease and illness.
5. Explore a utilitarian or deontology framework to justify the use of various organ procurement methods.
6. Analyze the Organ Procurement and Transplantation Network’s guiding factors for allocation of organs across the United States.
8. Explore the rationale for the two guiding moral principles of the dead donor rule.
9. Delineate the nurse’s role in terms of essential aspects of the American Nurses Association’s Code of Ethics for Nurses with Interpretive Statements in the care of adult patients undergoing organ donation and transplantation

Chapter 8: Ethics and the Nursing Care of Elders
1. Define ageism.
2. Identify factors that influence elders’ experiences of living meaningful lives.
3. Discuss the principle of autonomy as it relates to the ethical care of elders.
4. Assess the range of paternalism as it relates to ethical nursing practice.
5. Discriminate among different levels of moral agency.
6. Discuss different perspectives about quality of life assessments.
7. Identify the signs of elder abuse and appropriate nursing interventions.

Chapter 9: Ethical Issues in End-of-Life Nursing Care
1. Discuss the issues and forces surrounding death anxiety and the ideal death.
2. Explore the meaning of an imaginative dramatic rehearsal of one’s own death.
3. Describe human suffering in dying patients from the perspective of Aristotle’s four inseparable parts of the human soul, the ANA Code of Ethics for Nurses, and the ICN Code of Ethics for Nurses.
4. Compare and contrast the different types of euthanasia: active, passive, voluntary, nonvoluntary, and involuntary.
5. Identify the historical death practices and issues that led to the president’s commission on defining death and the Uniform Determination of Death Act of 1981.
7. Discuss the three standards of death that materialized since the president’s commission report in 1981.
8. Contrast the definitions and clinical procedures between whole-brain death and higher-brain death.
9. Delineate the strengths and weaknesses of the two types of advance directives and the nurse’s role in communicating information about the types of advance directives to dying patients and their families, patients who are not necessarily dying, and the public.
10. Analyze the different types of surrogate decision-making standards and the circumstances in which each of these standards would be needed.
11. Discuss the seven principles of surrogate decision making for incompetent patients
12. Discuss the rationale for the decision-making standard used by the surrogate in the Terri Schiavo case.
13. Analyze the physician’s requirements by the American Medical Association for a patient whose treatment has been evaluated as medically futile.
14. Describe nursing care and support for a patient in palliative care.

**Part III: Special Issues (Chapters 10-12)**

**Chapter 10: Psychiatric/Mental Health Nursing Ethics**

1. Identify how personal and professional values affect psychiatric/mental health nursing.
2. Discuss the ethical implications of diagnostic labeling.
3. Examine ways that psychiatric patients are stigmatized by both health care professionals and the general public.
4. Adhere to appropriate boundaries in nurse-patient relationships.
5. Discuss the differences among privacy, confidentiality, and privileged communication as they apply to psychiatric/mental health nursing.
6. Describe psychiatric patients’ rights in directing their care.
7. Use humanistic theories in psychiatric/mental health nursing practice.

**Chapter 11: Public Health Nursing Ethics**

1. Distinguish a moral community from a population.
2. Apply different ethical approaches to specific community/public health nursing issues.
3. Discuss health care disparities and identify populations at risk.
4. Analyze ethical issues related to communicable diseases.
5. Analyze ethical issues that may arise during disasters.
6. Identify ethical issues and questions that are outcomes of the human genome project.
7. Explain what it means for a nurse to be as servant leader.

**Chapter 12: Ethics in Organization and Leadership**

1. Compare the definitions of organizational ethics and the ethic of an organization.
2. Discuss the significance of organizations being characterized as a good citizen in the community and society.
3. Explore the ethical dimensions that shape the ethical climate and the culture of an organization.
4. Examine the definition and characteristics of organizational trust and integrity.
5. Identify the common unethical and illegal behaviors that people sometimes exhibit in organizations.
6. Discuss Jennings’s seven signs of organizational ethical collapse.
7. Briefly explore the history of compliance programs and officers in healthcare organizations.
8. Contrast the types of occupational fraud and abuse.
9. Evaluate the cases presented in this chapter regarding conflicts of interest and healthcare fraud.
10. Define an ethical leader.
11. Differentiate the three types of leadership theories that are presented in this chapter.
12. Discuss the ethical challenges of a nurse leader and the ways to use power for leader success.

**Overall Parts II & III:**

Selection of the chapter most compelling and interesting to you; a lifespan issue and special topic.
Application of ethical principles and theories to that area.

**PART IV: The Promise of Stardust**

1. Discuss and apply ethical principles.
2. Apply the ethical/moral/philosophical viewpoint you have identified as your own basis for ethical decision making to the novel.
3. Analyze your decision regarding the dilemma presented in the novel.

**Overall Part IV:**

Apply ethical principles and theories to the assigned reading.
## COURSE CALENDAR

Assignments, discussion posts, and quizzes must be submitted by 11:30 pm on due date.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>UNIT</th>
<th>PREPARATION</th>
<th>ASSIGNMENTS</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Jan 15-19</td>
<td>Introduction to Course</td>
<td>Review syllabus and course requirements</td>
<td>IceBreaker Discussion Thread</td>
<td>Jan 19</td>
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<tr>
<td>Week 2 Jan 20-Jan 26</td>
<td>Part 1: Introduction to Ethics</td>
<td>Read Chapter 1</td>
<td>Quiz 1</td>
<td>Jan 26</td>
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<tr>
<td>Week 3 &amp; 4 Jan 27-Feb 9</td>
<td>Part 1: Introduction to Bioethics</td>
<td>Read Chapter 2</td>
<td>Quiz 2</td>
<td>Feb 9</td>
</tr>
<tr>
<td>Week 5 &amp; 6 Feb 10-23</td>
<td>Part 1: Ethics in Professional Nursing</td>
<td>Read Chapter 3</td>
<td>Quiz 3</td>
<td>Feb 23</td>
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<tr>
<td>Weeks 7 &amp; 8 Feb 24- Mar 7</td>
<td>Application of Part 1</td>
<td>Application of Chapters 1-3</td>
<td>Individual Assignment: Choice of Ethical Decision Model</td>
<td>Mar 7</td>
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<tr>
<td>Spring Break March 8-15</td>
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<td>Weeks 9 &amp; 10 Mar 16-29</td>
<td>Part II: Nursing Ethics across the Lifespan</td>
<td>Select the Lifespan Chapter that interests you and study that chapter (Chapters 4-9)</td>
<td>Lifespan Discussion Thread: select one Quiz 4 Select the special issue quiz that applies to your interest area.</td>
<td>Mar 29</td>
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<tr>
<td>Weeks 11 &amp; 12 Mar 30-Apr 12</td>
<td>Part III: Special Issues</td>
<td>Select the Special Issue Chapter that interests you and study that chapter. (Chapters 10-12)</td>
<td>Quiz 5 Select the special issue quiz that applies to your interest area.</td>
<td>Apr 12</td>
</tr>
<tr>
<td>Weeks 13 &amp; 14 Apr 13-26</td>
<td>Part IV: Application of &quot;Stardust&quot;</td>
<td>Read The Promise of Stardust by Priscilla Sibley Or My Sister’s Keeper</td>
<td>Stardust Discussion Thread Stardust or My Sister’s keeper Application Assignment</td>
<td>Apr 26</td>
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<tr>
<td>Week 15 Apr 27- May3</td>
<td>Wrap Up</td>
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Academic Integrity
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at: [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)

Withheld Grades (Semester Grades Policy A – 54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aides to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see Student Conduct Code, policy D – 34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to withdraw and may be subject to judicial, academic or other penalties. The prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is
appropriate/inappropriate in the classroom. Students who do not access the course regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Observe proper net etiquette in online classes.

**Course Deadlines:**
Assignments and quizzes which are not submitted by the deadline posted on the course timeline may receive a grade of zero unless arrangements are made with faculty PRIOR to the due dates. Be attentive to the course timeline and posted deadlines!