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.

THE STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for information purposes only.
Faculty Contact Information:
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Phone: (936) 468-7715
Office Hours: Mondays 10:30-13:30 (virtual)
Tuesdays 10:30-13:30 (virtual)
Wednesdays 10:30-13:30 (virtual)

Please email for an appointment. Additional times will be available upon request.

Class meeting time and place
This is an online course. No face-to-face meetings will be required.

Required Textbooks and Materials

Technology Requirements
All students are required to have access to a laptop or desktop computer for academic and testing purposes. Please find the complete list of technology requirements here: https://www.sfasu.edu/docs/nursing/technology-requirements.pdf

For questions regarding laptop hardware or software, please contact The SFA Help Desk at https://help.sfasu.edu/TDClient/2027/Portal/Home/ or 936-468-HELP.

Course Description
This course builds upon principles and theories from previous, concurrent, and prerequisite courses. As a health care professional, it is important to understand the legal and ethical issues that can impact the role one has in the health care setting. This course provides an introduction to the laws that regulate the health care industry such as HIPAA, the Patient's Bill of Rights, and standard of care. In addition to the legal aspects, this course presents information on ethical and moral issues that health care professionals may encounter and encourages you to consider the impact that personal ethics and morals have on decision-making.

Credit Hour Justification
This online course typically meets an average of 3 hours per week in a 15 week period. The course requires students to engage in online modules for at least 9 hours per week. Required readings from current sources and policies are woven into the content to support key concepts and provide nursing perspectives. In addition, students are required to participate in interactive discussions, complete weekly quizzes, and apply that knowledge to ethical issues

Course Prerequisites
Permission of the DeWitt School of Nursing

End-of-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 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. Assure 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. Value continuing competence, growth, and development in the profession of nursing.

General Education Core Curriculum Objectives/Outcomes
None

Course Student Learning Outcomes
1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence-based practice.
2. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
3. Analyze legal and ethical issues in relation to health care.
4. Differentiate between legal, ethical, and moral issues as it relates to health care.
5. Assess the importance of confidentiality in health care setting from both a legal and ethical standpoint.
6. Analyze the impact that local, state, and federal legislation have on practices found in health care.
7. Analyze the roles of various members in the interdisciplinary health care team in terms of standard of care.
8. Apply evidence-based practices as it applies to legal, ethical, and moral issues in health care.
9. Evaluate the effect of personal ethics on job performance in a health care setting.
10. Determine the role of cultural, social, and ethnic diversity within health care.

Differentiated Essential Competencies (DECs)
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 DECs 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

Unit Objectives
Module 1: Foundations of Ethical Practice and Standards of Care.

Objectives:
1. Define ethics, morality and law.
2. Describe Rest’s four components of moral competence.
3. Analyze ethical dilemmas utilizing ethical theories.
4. Apply the tenets for ethical decision making in nursing.
5. Examine personal values in ethical decision making.
6. Apply the components of an ethical decision-making model.
7. Apply strategies for ethical motivation and overcoming barriers to ethical decisions.
8. Examine the scope of practice and standards of care for registered nurses.

Module 2: Skills and Resources for Ethical Decision Making

Objectives:
1. Compare and contrast advanced care planning documentation.
2. Understand the role of the surrogate decision maker in health care settings.
3. Describe the role of cultural background on the communication and decision-making processes.
4. Understand the role of the nurse in the communication and decision-making process.
5. Identify strategies to minimize conflict in the health care decision-making process.
6. Examine the four responses to ethical situations.
7. Analyze current interventions and strategies to address moral distress.

Module 3: Ethical Issues in Nursing Practice Part 1 (Patient Care)

Objectives:
1. Identify ethical issues arising in the provision of person and family-centered care (PFCC).
2. Describe nursing competencies that support PFCC.
3. Identify approaches to eliciting the preferences, values, and needs of patients.
4. Identify ways that nurses can effectively advocate for the desires and preferences of older adult patients and for those with cognitive impairment.
5. Apply relevant provisions from the Code of Ethics to ethical issues encountered with the older adult.
6. Identify signs and symptoms of elder abuse.
7. Examine risk factors that predispose one for elder abuse.

Module 4: Competent Ethical Practice – Quality and Safety

Objectives:
1. Describe what is meant by ethics quality.
2. Examine the levels of ethics quality throughout and organization.
3. Describe the Integrated Ethics model and its core functions.
4. Contemplate how Integrated Ethics can be applied in the work setting.
5. Examine the differences and relationship between quality health care and patient safety.
6. Identify how ethics principles, virtue ethics, and care ethics are manifested patient/family care, practice, and leadership.
7. Analyze strategies to develop an ethical and just safety culture.
Module 5: Ethical Issues in Nursing Practice Part 2 (Leadership and Public Health)

Objectives:
1. Compare and contrast leadership theories in nursing.
2. Identify and apply strategies to develop ethical leadership.
3. Examine ethical principles involved in implementing programs and designing policies in the community.
4. Differentiate public health ethics from clinical ethics.
5. Analyze different theoretical approaches and principles used in public health ethics.

COURSE REQUIREMENTS

Grading Policy

EVALUATION and GRADING CRITERIA

It is necessary to obtain a weighted mean test score of 75 in the class exam grades to pass this course. A weighted mean test score below 75 or a class average below 75 constitutes failure and will result in a grade of “F” on the transcript.

Policy 1.7:
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 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).

BSN and RN-BSN GRADING SCALE:
90-100 = A
80-89 = B
75-79 = C
Less than 75 = F

Evaluation is based on achievement of the course objectives and requirements. Evaluation strategies include appropriate and completed assignments as listed below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Discussion Board Activities</td>
<td>40%</td>
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<tr>
<td>Quizzes</td>
<td>40%</td>
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<tr>
<td>Ethical Dilemma Paper</td>
<td>20%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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</table>
Failure of this course counts as a nursing course failure and applies to the retention and progression policy of the DeWitt School of Nursing.

Course Attendance
This is an online course and all assignments are due according to the course calendar. Students are expected to communicate with faculty and keep faculty apprised of course progress, as well as if any difficulties are encountered with meeting course requirements. Late submission of assignments will result in ten percentage point deduction per day. Assignments will not be accepted after five days unless approved by instructor.

Students enrolled in this course are expected to be self-directed in their learning and to be prepared for learning activities using prior knowledge. Faculty will serve as a resource. Evaluation methods include faculty analysis of course work assignments.

Course Assignments
The final grade is comprised of success on discussion posts, quizzes, and the Ethical Dilemma paper. Assignments are due by the date and time listed on the course calendar.

Discussion Posts
Students will participate in discussion board posts and responses. For further instructions, see Brightspace and the Discussion Board Rubric.

Quizzes
Students will complete several quizzes. The quizzes consist of multiple-choice, re-ordering, true/false, and multiple select questions.

Ethical Dilemma Paper
Students will write an ethical dilemma paper- see specific instructions and rubric in Brightspace. Peer reviews will also be completed on the assignment- see Brightspace for instructions and rubric.

Acceptable Student Behavior
This is an online class and behavior should not interfere with student’s abilities to complete assignments or learn from the instructional program. Students are expected to abide by the SFASU Student Code of Conduct (https://www.sfasu.edu/docs/policies/10.4.pdf). Please check Brightspace regularly for course updates. Students who do not check Brightspace 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.

Academic Integrity
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.
Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Evaluations**
At the end of the semester, please complete the Student Evaluation of Course, Course Instructors, and SFA Clinical Instructors. You should also complete evaluations of clinical sites and/or preceptors after you finish those experiences. Please follow instructions from emails received regarding evaluations. Your feedback is very valuable to us and for quality improvement.

**Brightspace**
Students must have the required computer access and programs to support the on-line course through SFASU Brightspace.

Logging in: To access Brightspace, visit the following URL, and log in using your mySFA username and password
http://d2l.sfasu.edu

*What are the technical requirements to use the system?*
You can use any web browser you wish, but Google Chrome or Mozilla Firefox are recommended. Internet Explorer will no longer be supported.

How do I get technical help?
Help for students is available online through http://www.sfasu.edu/sfaonline/ just look for the tab called “Tech Support & Resources.” Students can also get help by phone by calling 468-1919 or by emailing d2l@sfasu.edu

Withheld Grades Semester Grades Policy (5.5)
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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

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 aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

DeWitt School of Nursing Policies
To access the SON’s student policies, follow this link: http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

NURS 4343 Course Calendar- Fall 2023

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<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS and DUE DATES</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Getting Started</td>
<td>Module 1 discussion, Ch. 1 quiz, and Ch. 2 quiz due 9/3 @ 2359</td>
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<tr>
<td>(Aug 28-</td>
<td>Module 1</td>
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<td>Sept 3)</td>
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<tr>
<td>Week 2</td>
<td>Module 2</td>
<td>Module 2 discussion, Ch. 3 quiz and Ch. 4 quiz due 9/10 @ 2359</td>
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<td>(Sept 4-</td>
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<td>10)</td>
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<tr>
<td>Week 3</td>
<td>Module 3</td>
<td>Module 3 discussion, Ch. 6 quiz, and Ch. 10 quiz due 9/17 @ 2359</td>
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<tr>
<td>(Sept 11-</td>
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<td>17)</td>
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<tr>
<td>Week 4</td>
<td>Module 4</td>
<td>Module 4 discussion, Ch. 12 quiz, and Ch. 13 quiz due 9/24 @ 2359</td>
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<td>(Sept 18-</td>
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<td>24)</td>
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<tr>
<td>Week 5 (Sept 25-Oct 1)</td>
<td>Module 5</td>
<td>Ch. 8 Quiz and Ch. 9 quiz due 10/1 @ 2359</td>
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<tr>
<td>Week 6 (Oct 2-8)</td>
<td>Module 6: Ethical Dilemma Paper</td>
<td>Paper due 10/8 @ 2359</td>
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<tr>
<td>Week 7 (Oct 9-13)</td>
<td>Module 7: Ethics Review Module 8:Peer Reviews of Paper</td>
<td>Peer Reviews due 10/13 @ 2359</td>
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