

**HSci 426:
Nursing Systems' Issues & Ethics**

Spring 2009

- **RN-BSN (#16784 R):**
 - Tuesdays 0800-1050 in (JD2523)

- **ABSN (#16679 R):**
 - Thursdays 1100-1350 (JD2202)

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COURSE NUMBER & TITLE Hsci426 Nursing Systems Issues & Ethics**UNITS:** 3**CLASSIFICATION:** C-3**SEMESTER:** Spring 2009**PREREQUISITES:** Completion of 300 level nursing courses. Completion of lower division writing requirement.**FACULTY:** M.Highfield, PhD, RN**COURSE DESCRIPTION**

Focuses on legal issues and ethical dilemmas that influence the delivery of professional nursing care and that affect the design of nursing systems. Discussion is within the context of the health care delivery system, ethics of rights and responsibilities, and nursing organizations.

COURSE OBJECTIVES: Upon completion of this course, the student will:

1. Identify the national, state, and local impact of nursing organizations, such as the American Nurses Association or specialty organizations, on professional nursing practice.
2. Analyze conflicting duties and rights inherent in moral dilemmas.
3. Discuss the impact of current issues related to health care delivery, disease prevention, & health promotion.
4. Discuss the legal context of professional nursing practice.
5. Use ethical reasoning to synthesize standards of practice, ethical principles, and legal/regulatory requirements in the resolution of ethical dilemmas.

CONTENT OUTLINE

- I. Nursing Organizations: Their structure & roles
 - A. Organizations
 1. American Nurses Association
 2. American Association of Colleges of Nursing
 3. Specialty organizations
 - B. Credentialing & licensing
 - C. Related organizations
 1. American Medical Association
 2. American Hospital Association
 3. American Public Health Association

- II. Ethics & moral dilemmas
 - A. Ethical dilemmas & decision making
 1. Ethical theories
 2. Decision-making process
 - B. Ethical issues in nursing
 1. Values clarification & moral development
 2. In healthcare delivery
 - a. Changing costs of health care
 - b. Advancing technology & conflicting values
 - c. Legal aspects
 3. In nurse-physician relationships: Interdependent/ independent
 4. In nurse-client relationships
 - a. Who decides - consumer or provider?
 - b. Patient Bill of Rights
 - c. Informed consent
 - d. Rationing of health care
 - e. End of life decisions
 - f. Advance directives
 - g. Nursing role in advocacy
 5. Among nurses

- a. Unlicensed assistive personnel
 - b. Licensure & certification issues
 - c. Education--entry into professional practice; mobility
 - d. Collective bargaining
 - e. Nurse's rights as an employee
- C. Designing nursing systems within an ethical framework
1. Nursing code of ethics
 2. When client needs conflict with nurse's values
 3. Assessment of moral development
 4. Application of ethical theories

METHODOLOGY

Lecture, class/online discussions, reflective journaling, out of class assignments, small group work, required reading, use of library, electronic resource use, and written assignments.

Papers Information: SUBMISSION & GRADING

1. Printed, hard copy of paper must be submitted to faculty on the due date at beginning of class.
2. Electronic copy submitted through TurnItIn. Go to <http://www.turnitin.com/static/index.html> and set up your own account. **To submit paper use class ID # = 1799368 . Class password = ethics.**
3. You may resubmit the paper up until the due date (e.g., if you discover an error that you want to correct).
4. Use the rubric at this site to evaluate your own writing. Your faculty will be using it!
http://www.sites4teachers.com/links/redirect.php?url=http://www.tsc.k12.in.us/ci/resource/general/Rubric/General_Writing_Rubric.pdf

EVALUATION

Class participation	5%
Organization report (e.g., JCAHO, ANA)	5%
Critique of <i>Wit</i> in light of ANA Code	10%
Reflective journal (3 daily entries/week)	10%
Field experience report (1-2 pages)	10%
Case analysis (APA paper)	20%
Exam #1 & Exam #2 (10% each)	20%
Final exam (comprehensive)	20%
TOTAL	100%

Exams (40%): Two intermediate exams (10% each) comprehensive final exam (20%).

- Objective exams cover both readings & class discussion/lectures
- Objective final exam is comprehensive
- Either exam may include a case study for analysis using the 4 topic model

*****NO ADVANCE or MAKE-UP EXAMINATIONS WILL BE GIVEN.*****

Class participation: (5%)

1. See guidelines at end of syllabus
2. Subscribe to online California Healthline at <https://register.chcf.org/profile/index.cfm?dvar=chl> and print out & prepare to discuss the ethics of one item each class day.
3. Participation:
 - Attendance & attentiveness required. (Be present in mind and spirit....not just body!) If you study for another class during this class or do other unrelated work, you are absent.
 - Participation includes attendance, checking your @csun.edu email address, written assignments in class, content-based discussion and comments, and quality of critique of peer presentations. Students are required to complete reading and any assigned exercises prior to each class.
 - Lateness, absenteeism, lack of preparation for class, working on unrelated material during class, being present in body only, and lateness in completion of assignments will negatively

affect your ability to master the course objectives and will be reflected in deduction of points from final participation grade and course grade. After one (1) unexcused absence and/or late assignment and/or more than 3 tardies each further incident will result in a 5-point deduction from the final course grade in addition to points deducted from participation grade. This includes absence, lateness or early leaving related to conference & field experience.

*****NO PERSONAL COMPUTING DEVICES ALLOWED DURING CLASS *****

This includes but is not limited to phones, laptops, & any handheld device that may be connected to the Internet. You will be counted absent if you use such devices during class. Use during exams is automatically considered cheating. See Disability Accommodation section of syllabus to arrange for any necessary exceptions.

Professional organization report (5%)

1. Write a 1-2 page report on a broad (e.g., ANA, NLN) or specialty (e.g., ONS, AAHN) nursing organization or a health-related organization (e.g., JCAHO, APHA, AMA, IHI). The organization may be accrediting, educational, administrative, patient care or research related.
2. Identify the organizations' mission, goals, membership, resources, dues, other interesting facts, and describe how it affects or is related to nursing practice. State the specific benefits of being a member of the organization.

Critique of *Wit* (10%)

1. Class assignment week #4 on Feb 19. No live group meeting. Analysis due Feb 23 MN.
 2. View the film *Wit* on reserve under HSci426 in library. (99 minute film; 3 hr reserve; take kleenix)
 3. Note Butts & Rich reflections on WIT in chapter 8.
 4. Type & submit a 3-5 page paper critiquing the actions of healthcare personnel in the film using *ANA Code of Ethics* Standards 1 & 2. You must individually address every subsection of each standard and use illustrations from the movie to make your point.
- Submit electronic copy only of critique through <http://www.turnitin.com/static/index.html> . **Class ID # = 1799368 . Class password = highfield426.**

Reflective journal (3 daily entries/week; 1st week 1 entry only): (10%)

- SUBMIT all 3 entries at once electronically through turnitin **by Saturday MN** at the end of each week. Password =ethics.
- In the **first week** entry focus on examples & your thoughts & feelings related to what CSUN says about what it means to be a good person who does the right things. (hint: look at mission, vision, values, academic honesty, etc. sections in Catalog, BSN Handbook, syllabi)
- **Three (3) times every week** throughout the semester students must write at least **one 3-5 sentence paragraph** in a reflective journal. Each entry should be **your thoughts & feelings** about at least **one** of the following 5 **questions AND** include **an EXAMPLE**. Entries can reflect your nursing practice or personal life. Grade is based on answering question and 3 entries/week. Picking the same 3 days recommended (e.g., M,W,F), or daily entries recommended.
1. Did I practice any virtues (e.g., integrity, honesty, compassion)? – [note: Be sure you know what you are writing about; look up at <http://www.virtuesproject.com/virtues.html>
 2. Did I do more good than harm?
 3. Did I treat others with dignity and respect?
 4. Was I fair and just?
 5. Was my community better because I was in it? Was I better because I was in my community?

For more information on the 5 questions for journal see *Every Day Ethics* by Thomas Shank at <http://www.scu.edu/ethics/publications/iie/v8n1/everydayethics.html>

Field Experience (1-2 page summary) (10%)

- Arrange to attend one of the following within a healthcare agency: BRN committee meetings (http://www.rn.ca.gov/about_us/meetings.shtml), Ethics committee, Human subjects review committee or Institutional review board, or other faculty-approved ethics related meeting or rounds or related experience. If at all possible, attend a committee in your employment setting for RNs or clinical setting for A-BSNs. Report difficulties to faculty as soon as possible for assistance.
- Proof of attendance may be required.
- SUBMIT electronically through turnitin. Password = **ethics**.
- Write 1-2 page summary including
 - type of field experience
 - summary of events
 - Your ethical analysis of events & feelings (e.g., what principles or models were used implicitly or explicitly? Did members treat each other with respect for autonomy & other principles? How was it like or unlike what we are reading or learning in class?)

NOTE: The field experience is NOT a workshop, but should be some activity that shows ethics/law in action. Students are expected to maintain professional ethical standards of confidentiality during field observation, during reporting on experience, and during listening to the experiences of others. Students are responsible to report any difficulty arranging such experiences in a timely manner to the faculty.

Case Analysis (formal APA paper) (20%)

- SUBMIT electronic copy through turnitin.com. Password = **ethics**.
This formal, APA-format paper should be a literature-based analysis of a specific case from your own clinical experiences that created an ethical dilemma for you and/or other nurses. The case may be related to patient care, research, administration, or education. The paper must include:
 - Description of case
 - Ethical reasoning you primarily used (e.g., utilitarian, deontological, virtue-based)
 - Use of 4 topics model
 - Ethical & legal/regulatory issues
 - Impact of outcome on nursing systems (supportive-educative, partly or wholly compensatory)
 - Professional standards (e.g., *ANA Code*, *ANA Standards & Scope*)
 - Relevant research & professional literature
 - Political implications if any

Optional Bonus credit (0-5 points on final course grade; proof of attendance required.)

SUBMIT: (a) **CE certificate** as proof of attendance; and (b) **1-3 page paper through turnitin.com**; content = summary of sessions, connect each section to content in this course, & a statement about the value (or lack thereof) of attending this conference.

- Student fee \$85.00. Register early because the conference fills up!

WHAT: *16th Annual Collaborative Ethics Conference: Ethics of Caring* ,

WHEN: Wed., March 11, 2009. 7:30a.m.-4:30p.m.

WHERE: Sunset Village, UCLA Conference Center, Westwood, CA.

- 0-5 points may be earned on CE & write-up. These bonus points can be earned **ONLY** if you are passing the course without them; they canNot be used to change a course grade less than C- to a passing grade.
- Fee includes parking, continental breakfast, lunch, & refreshments.
- Brochure & information at <http://www.ethicsofcaring.org/>
- Registration Opens January 9, 2009 Online @ <http://www.EthicsofCaring.org>

Alternative conferences identified by students that are equivalent may be approved by faculty.

Disability accommodation: Disability accommodation: Students with disabilities may register with the Center on Disabilities (<http://www.csun.edu/cod/index.htm>) OR the National Center on Deafness (<http://ncod.csun.edu/>) and complete a services agreement each semester. Staff within the Center will verify the existence of a disability based on the documentation provided and approve accommodations. Students who are approved for testing taking accommodation must provide a

proctor form to their faculty member signed by a counselor in the Center on Disabilities prior to making testing arrangements. The Center on Disabilities (COD) is located in Bayramian Hall, room 110. Staff can be reached at 818-677-2684. The National Center on Deafness (NCOD) is located on Bertrand St. and may be reached at 818-677-2611.

Academic dishonesty, plagiarism, & unethical conduct: See *BSN student handbook* and *CSUN catalog* for definitions, descriptions, and penalties. Students are reminded that cheating and unethical behavior shows disrespect for others and self. Professional and ethical behavior is expected at all times in this course and violations will result in grade penalties. Cheating will result in "F" in the course or assignment. In cases of "F" in the course students are prohibited from attending further classes of this course. Student may also be referred to the University ethics committee if the student violates codes of conduct specified in CSUN catalog.

Permission to copy student work: Faculty may wish to copy your work to use as examples for other students in the future or for accreditation reviews. Your name may be removed before showing your paper to any other student. If you do not want your paper(s) in this course to be copied for accreditation or a sample for future students, please notify the instructor in writing by the last week of classes. If you do not notify faculty by this time, permission to copy will be assumed. However, you may at any time during the semester or in the future notify faculty in writing that you deny permission to use your work and any copies will be destroyed. Please keep copies of any such request and faculty acknowledgement of receipt of your request for your own records.

Student support workshops: The schedule for CSUN Writing Center & IT Computer workshops are posted online through the CSUN site. Students are expected to assess their own needs & attend prn. Support staff are available in computer labs and faculty may be consulted per email or office hours.

GRADING: A grade of C- or lower will require that you repeat the course.

A	= 94-100%
A-	= 90-93%
B+	= 86-89%
B	= 83-85%
B-	= 80-82%
C+	= 76-79%
C	= 73-75%
C-	= 70-72%
D	= 60-69%
F	= <60%

Note: One (1) letter grade will be deducted from the assignment for each day that any written assignment is late.

REQUIRED TEXTS, READING, & AV's*

Additional reserve and online readings and videotapes will be assigned during the semester to coincide with topics/speakers

Books

- Aikin, T. D. (2004). *Legal, ethical, and political issues in nursing*, 2nd ed. Philadelphia, PA: F. A. Davis.
- American Nurses' Association. (2001). *Code of ethics with interpretive statements*. Washington, DC: American Nurses' Publishing.
- American Psychological Association. (2001). *Publication Manual of the American of Psychological Association*. Washington, DC: Author.
- Butts, J., & Rich, K. (2005). *Nursing ethics across the curriculum and into practice*. Sudbury, MA: Jones & Bartlett.

Oviatt Electronic Reserves

- Fawcett, J. (1995). [excerpt only; required in 302] *Analysis & evaluation of conceptual models of nursing* (3rd ed.). Philadelphia, PA:
- Lagerwey, M.D. (1999). Nursing ethics at Hadamar. *Qualitative Health Research*, 9, 759-772.*
- Mohr, W.K., & Mahon, M.M. (1996). Dirty hands: the underside of marketplace health care. (patient advocacy in nursing). *Advances in Nursing Sciences*, 19, 28-38.
- Zimbelman, J. (1999). Legal decisions & public opinion in forming the debate on assisted suicide. *Journal of Professional Nursing*, 15, 146-150.

Web Sites

- ANA (2006). *Nursing World*. Available at <http://www.nursingworld.org/>. Retrieved January 31, 2006.
- California Healthcare Foundation. (2005). *California Healthline*. Retrieved August 27, 2005 from <https://register.chcf.org/profile/index.cfm?dvar=chl>. (**FREE online subscription.**)
- California Nurse Practice Act can be found the BRN web site: <http://www.n.ca.gov>
- Markkula Center for Applied Ethics. (2006). A framework for thinking ethically. Available at <http://www.scu.edu/ethics/practicing/decision/framework.html>. Retrieved January 25, 2006.
- Markkula Center for Applied Ethics. (1997 Spring). Who gets seen? *Issues in Ethics*, 8(2). Available at <http://www.scu.edu/ethics/publications/iie/v8n2/seen.html>. Retrieved February 1, 2006.
- Orem, D. (2001). *Nursing: Concepts of practice* (6th ed.). St. Louis: Mosby.
- Search for Common Ground (1999). The Common Ground Network for Life & Choice. Retrieved January 7, 2009 from http://www.sfcg.org/Programmes/us/us_life.html
- Search For Common Ground () Conflict styles. Retrieved January 7, 2009 from http://www.sfcg.org/resources/training/conversation_styles.html
- Shank, T. (1997 Winter). Every Day Ethics. *Issues in Ethics*, 8(1). Available at <http://www.scu.edu/ethics/publications/iie/v8n1/everydayethics.html>. Retrieved January 25, 2006

OPTIONAL TEXTS & READINGS (* on reserve in Oviatt)

- American Nursing Association. (2008). *Specialty nursing practice*. Retrieved January 7, 2009 from <http://www.nursingworld.org/EspecialtyForYou/Links/SpecialtyNursing.aspx>
- American Psychological Association. (2003). Frequently asked questions. Available at <http://www.apastyle.org/faqs.html>. Retrieved January 25, 2006.
- Buryska, J.F. (2001). Assessing the ethical weight of cultural, religious and spiritual claims in the clinical context. *Journal of Medical ethics*, 27, 118-22.
- Daniel, E.L. (2008). *Taking sides: Clashing views in health and society* (8th ed.). New York, NY: McGraw-Hill.
- Fieser, J. (2005). Ethics. *The Internet Encyclopedia of Philosophy*. Available at <http://www.iep.utm.edu/e/ethics.htm>. Retrieved January 25, 2006.
- *Ganzini, L., Volicer, L., Nelson, W.A., Fox, E., & Derse, A.R. (2004). Ten myths about decision-making capacity. American Medical Directors Association.
- *Hall, J.K. (2002). *Law & ethics for clinicians*. Amarillo, TX: Jackhal Books.
- The Hastings Center. (2008). *From birth to death and bench to clinic: The Hastings Center bioethics briefing book for journalists, policymakers, and campaigns*. Retrieved January 7, 2009 from <http://www.thehastingscenter.org/Publications/BriefingBook/Default.aspx>
- The Heritage Foundation. Center for Health Policy Studies. Available at <http://www.heritage.org/research/healthcare/>. Retrieved February 1, 2006.
- Hinman, L. *Ethics Update*. Available at <http://ethics.sandiego.edu/>. Accessed January 21, 2008.
- Jacksteit, M., & Kaufmann, A. (n.d.) *The Common Ground Network for Life and Choice Manual*. Retrieved January 7, 2009 from http://www.sfcg.org/Programmes/us/us_life.html
- Search for Common Ground. SFCG Organization Video. Retrieved January 7, 2009 from http://www.sfcg.org/sfcg/sfcg_orqvideo.html
- Schroeder, D. (2005). Evolutionary ethics. *The Internet Encyclopedia of Philosophy*. Available at <http://www.iep.utm.edu/e/evol-eth.htm>. Retrieved January 25, 2006.
- Velasquez M., Andre, C., Shanks, T., & Meyer, M.J. (2006). What is ethics? Available at <http://www.scu.edu/ethics/practicing/decision/whatisethics.html>. Retrieved January 25, 2006.

- Weber, E.J., Showstack, J.A., Hunt, K.A., Colby, D.C., & Callahma, M.L. (2005). Does lack of usual source of care or health insurance increase the likelihood of an emergency department visit? Results of a national population-based study. *Annals of Emergency Medicine*, 45, 4-12.
- Zimbelman, J. (1999). Changing the present legal prohibitions on assisted suicide is a bad idea. *Journal of Professional Nursing*, 15, 160-169.

Other organizations with web sites of interest:

Board of Registered Nursing
 Center for Bioethics & Human Dignity
 Common Ground
 Feminists for Life
 Hinman Ethics Update
 Planned Parenthood

CLASS SCHEDULE:

- **RN – BSN** Tuesdays 0800-1050 JD2523
- **ABSN** Thursdays 1100-1350 JD2202

Wk	RN-BSN	ABSN	TOPICS	READINGS & AVs
#1	1/20	1/22	Introduction: Course structure & requirements Ethics: <ul style="list-style-type: none"> • What is ethics? Morality? Law? • Orem & ethics • Every day nursing ethics In class video: Hinman: <i>Moral orientation: Overview</i> (21:34)	Course syllabus <ul style="list-style-type: none"> • Aiken chapter 5 • Butts & Rich chapter 1 • Markkula Center for Applied Ethics. (2006). A framework for thinking ethically • Shank. Everyday ethics • Journal assignment #1: (<i>only 1 entry due this week</i>)
#2	1/27	1/29	<ul style="list-style-type: none"> ▪ Ethics & professional codes ▪ Ethical reasoning ▪ Decision-making models ▪ In Class video: Hinman: <i>Moral point of view</i> (20:53) 	<ul style="list-style-type: none"> ▪ Aiken pp.3-18 & chapter 2 ▪ Butts & Rich chapters 2-3 ▪ Hall pp. 1-36 (optional) ▪ ANA Code with Interpretive Statements ▪ <u>Journal assignment:</u> <ul style="list-style-type: none"> ○ Entry #1: Write your thots & feelings about your moral orientation and why? Give an example of how your orientation affected practice ○ Entry #2- 3: everyday ethics
#3	2/3	2/5	Ethics & law <ul style="list-style-type: none"> ▪ Rights & responsibilities; ▪ Professional ethics & institutional constraints <p><i>Come prepared with legal questions about practice!</i></p>	<ul style="list-style-type: none"> ▪ Aiken chapters 3 & 6-7 (law) & 16 (insurance) ▪ Hall pp. 5-13, 37-51 & 108-117 (on reserve) ▪ <u>Guest speakers:</u> Dr. Bonnie Faherty, RN (professor emeritus & legal nurse consultant) & Ed Feldman, JD (formerly of L.A. District Attorney's Office)
#4	2/10	2/12	<u>Autonomy & Beneficence</u> , including psychiatric issues <ul style="list-style-type: none"> ▪ Patient & nurse autonomy 	<ul style="list-style-type: none"> ▪ Aiken chapter 11 (consent) ▪ Butts & Rich chapter 9 (psych) & pp.361-67 (elders) ▪ Hall Chapter pp. 173-209 (on reserve) ▪ Ganzini, et al (optional reading)
#5	2/17	2/19	<i>Wit</i> (View video on reserve Oviatt; <u>no live group class meeting</u>) ➤ DUE 2/23 MN to turnitin.com	<ul style="list-style-type: none"> ▪ Butts & Rich, chapter 8 ▪ Write analysis (see assignments above)
#6	2/24	2/26	Exam #1: weeks 1-5 <u>Autonomy & Beneficence</u> (cont.) <ul style="list-style-type: none"> ▪ Advocacy, including parental 	<ul style="list-style-type: none"> ▪ Butts & Rich chapter 6 ▪ Transfusion alternatives (in class video)

			rights & religious considerations ▪ In class video: Hinman: <i>Religion & Ethics</i> (51)	▪ Buryaska (optional reading)
#7	3/3	3/5	<u>Autonomy & Beneficence</u> (cont.) • Advocacy (cont.) • Nursing & related organizations • DUE: Professional org report to turnitin.com	After exam: ▪ Aiken pp. 130-139 ▪ Butts & Rich chapter 10 ▪ Mohr & Mahon ▪ Lagerwey
#8	3/10	3/12	Truth-telling (fidelity): Contracts; Documentation; Whistleblowing; Tarasoff & Ewing; Adolescent issues; Academic integrity	• Aiken chapters 8-9 (documentation) • Hall pp. 275-295 (on reserve) • Butts & Rich: Chapter 7 (adolescent issues) •
Opt	3/11	3/11	Ethics of Caring: 16th Annual Collaborative Ethics Conference	• http://www.uclahealth.org/body.cfm?id=157 • BEFORE going view Hinman: Gender & Moral Theory: Kohlberg & Gilligan (54:30) at http://ethics.sandiego.edu/video/Catalogue/detail.asp?ID_Video=204
#9	3/17 (live)	3/19 (online pm)	<u>Value of life</u> : genetics/eugenics; cloning; mental retardation, reproductive issues; pediatric issues	▪ Butts & Rich chapter 5 (reproductive issues) ▪ Hall pp. 307-344 (on reserve) ▪ Search for Common Ground: ○ Network for Life & choice; ○ Complete personal conflict style: http://www.sfcg.org/resources/training/conversation_styles.html
#10	3/24	3/26	<u>Do good/Do no harm</u> (cont.): Child/vulnerable/elder/spousal/partner abuse, incl CA reporting requirements & Josie's story	▪ Aiken Chapters 7 & 10 ▪ JCAHO Patient Safety Standards ▪ CA Abuse Reporting requirements - http://www.rn.ca.gov/
#11	3/31 (NO RN-BSN class-CC Day)	4/2	(ABSNs only) <u>Do good/Do no harm</u> : licensure, credentialing, education, entry into practice; unlicensed assistive personnel; BRN functions (No RN-BSN class-CC Holiday)	(ABSNs only) ▪ Aiken chapters 1 & 13 ▪ ANA Nursing World online: Multistate regulation ▪ BRN Practice Guidelines http://www.rn.ca.gov
	4/7	4/9	SPRING BREAK	▪
#12	4/14	4/16	Exam #2: weeks 6-10 After exam <u>Value of life</u> : end-of-life issues, assisted suicide, euthanasia, & allowing to die	After exam ▪ Hall pp. 344-368 (on reserve)
#13	4/21	4/23	<u>Value of life</u> (cont) DUE ▪ Optional bonus conference report due ▪ Field experience paper due	▪ Zimbelman ▪ Butts & Rich pp. 293-303, chapter 12 ▪ Hall pp. 344-368 (on reserve) ▪ In class - VHS: a) Euthanasia: False light; b) Communication & ethics; c) End of life care

#14	4/28	4/30 <i>(NHMC & oline for ABSN class)</i>	<p><i>(RN-BSN only)</i> Do good/Do no harm: licensure, credentialing, education, entry into practice; unlicensed assistive personnel; BRN functions</p> <p><i>(ABSN only):</i> online EBP ethics</p>	<p><i>(RN-BSN only)</i></p> <ul style="list-style-type: none"> ▪ Aiken chapters 1 & 13 ▪ ANA Nursing World online: Multistate regulation ▪ BRN Practice Guidelines http://www.rn.ca.gov <p>ABSN: watch for online instructions</p>
#15	5/5	5/7	<p>Fairness (justice): Due process, antidiscrimination, social justice, employment issues, healthcare economics</p> <ul style="list-style-type: none"> ▪ Case Study Paper Due 	<ul style="list-style-type: none"> ▪ Aiken chapter 12 ▪ Butts & Rich chapters 4 (leadership ethics) & 11 (public health ethics) ▪ Hall pp. 229-239 (on reserve) ▪ Markkula Center: "Who gets seen?" Heritage Foundation Health Policy Center ▪ In class (opt) - Hinman: Race, ethnicity & culture & Ethics (60:05).
#16	5/12	5/14	FINAL EXAM (comprehensive; new content= weeks 11-15)	Time of final based on CSUN finals schedule

CASE STUDY

(Complete heading and submit to faculty with your paper.)

Student name: _____ Date: _____

Course: HSci 426 Topic: _____

CRITERIA % possible % earned Comments

TITLE

- Clear, concise, & delimiting

CONTENT

Contains thorough analysis of nursing:

1. Description of case
2. Ethical approach used (e.g., utilitarian, deontological, virtue-based)
3. Specific ethical decision-making model
4. Ethical & legal/regulatory issues
5. Impact of outcome on nursing systems (see Orem)
6. Professional standards (e.g., *ANA Code, Standards & Scope*)
7. Relevant research
8. Political implications if any
9. Uses current research findings

10. Any additional sections contribute to purpose of paper

ORGANIZATION

1. ABSTRACT
2. Purpose is specified in introduction.
3. Body of paper is related to introduction.
4. Conclusion is based on purpose & body of paper and goes beyond summary.
5. Well-organized with logical flow (recommend headings/subheadings)

FORMAT & STYLE

1. Follows established APA guidelines
2. Correct grammar, spelling, sentence, & paragraph structure.
3. Clear expression of ideas.

TOTAL POSSIBLE: 100% TOTAL EARNED _____%

FACULTY SIGNATURE _____

Student Participation: Assessment and Evaluation





Ways to Demonstrate Participation

Positive Attributes					
1. Arrives to class on time	ALMOST ALWAYS	FREQUENTLY Y	OCCASIONALLY Y	SELDOM	ALMOST NEVER
2. Avoids insults, ridicule, & personal attacks	ALMOST ALWAYS	FREQUENTLY Y	OCCASIONALLY Y	SELDOM	ALMOST NEVER
3. Demonstrates professional behavior	ALMOST ALWAYS	FREQUENTLY Y	OCCASIONALLY Y	SELDOM	ALMOST NEVER
4. Stays on task during class assignments	ALMOST ALWAYS	FREQUENTLY Y	OCCASIONALLY Y	SELDOM	ALMOST NEVER
5. Enters into class discussions in way that indicates preparation	ALMOST ALWAYS	FREQUENTLY Y	OCCASIONALLY Y	SELDOM	ALMOST NEVER
6. Offers appropriate questions or comments during class	ALMOST ALWAYS	FREQUENTLY Y	OCCASIONALLY Y	SELDOM	ALMOST NEVER
7. Communicates appropriately with faculty to clarify ideas / questions	ALMOST ALWAYS	FREQUENTLY Y	OCCASIONALLY Y	SELDOM	ALMOST NEVER
Negative Attributes					
8. Skips class	ALMOST ALWAYS	FREQUENTLY Y	OCCASIONALLY Y	SELDOM	ALMOST NEVER
9. Shows up late	ALMOST ALWAYS	FREQUENTLY Y	OCCASIONALLY Y	SELDOM	ALMOST NEVER
10. Leaves early or leaves for significant time periods	ALMOST ALWAYS	FREQUENTLY Y	OCCASIONALLY Y	SELDOM	ALMOST NEVER
11. Sleeps or inattentive in class	ALMOST ALWAYS	FREQUENTLY Y	OCCASIONALLY Y	SELDOM	ALMOST NEVER
12. Exhibits disruptive behavior (e.g., carrying on side conversations, cell phone use, etc.)	ALMOST ALWAYS	FREQUENTLY Y	OCCASIONALLY Y	SELDOM	ALMOST NEVER

(Adapted from "Mrs. Paige's Chemistry Participation Rubric <http://www.la.mvja.net/Curric/science/DPaige/docs/participation.pdf> and from Prof. Kathleen Tunney, Dept. of Social Work, Southern Illinois University Edwardsville at <http://www.siu.edu/~deder/partrub.html>)

Comments:

General Writing Rubric

	Beginning	Developing	Accomplished	Exemplary	Score
Introduction/ Conclusion 	The writer does not encourage interest in the topic. A conclusion is not evident.	The writer encourages some interest in the topic. A conclusion is attempted.	The writer heightens interest in the topic, and has a concluding statement.	The topic is creatively introduced to heighten interest, and a conclusion is clear.	
Organization 	The writer uses little organization and writing is not fluid.	The writer uses some organization and is somewhat fluid in their writing.	The writing is organized and fluid.	The writing is well organized with fluid transitions.	
Content 	The writer provides little or no detail to support the topic.	The writer provides some details to support the topic.	The writer provides sufficient details to support the topic.	The writer provides interesting details that clearly support the topic.	
Structural Quality 	The writer makes numerous errors in grammar, punctuation, spelling, and/or capitalization. Little use of paragraphs.	The writer makes several errors in grammar, punctuation, spelling, and/or capitalization. Some use of paragraphs.	The writer makes few errors in grammar, punctuation, spelling, and/or capitalization, and uses paragraph form.	The writer makes no grammatical, punctuation, spelling, and/or capitalization errors. Paragraphs are well constructed.	
Student Name: _____				Total =	