

GRAYSON COLLEGE  
RN TO BSN  
NURSING PROGRAM



LEGAL & ETHICAL CONSIDERATIONS IN  
NURSING

NURS 4326

Fall 2019

# **GRAYSON COLLEGE**

## **Course Syllabus**

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**Course Information:** *NURS 4326, Legal & Ethical Considerations in Nursing, Fall 2019*

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### **Professor Contact Information**

Alice McEachern, MSN, RN  
Office hours: Wednesday-Friday 8am-3pm  
Please email for appointment  
Office: HS137  
Office Phone: 903.415.2527  
Cell Phone: 580.916.1200  
Email: mceacherna@grayson.edu

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### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

Must have a current, unencumbered RN nursing license in your state of residence.

**Course Placement:** First semester of the RN to BSN Program. Acceptance into the RN to BSN Program required.

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### **Course Description:**

(3-0-3) This course for the registered nurse (RN) synthesizes ethical/legal concepts required for examination of sound decision making in clinical practice and legal responsibility. The focus is on value clarification, application of ethical theory, ethical decision-making models, and professional ethical standards. Emphasis is on ethical obligations of professional nurses in their roles as citizens, members of a profession, providers of care, and designers and managers of care.

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### **End of Program Student Learning Outcomes**

#### **1.0 Member of the Profession:**

- 1.1 Demonstrate responsibility and accountability in the quality of care for patients, families, populations and communities.
- 1.2 Promote the profession of nursing through advocacy and leadership activities.

#### **2.0 Provider of Patient-Centered Care**

- 2.1 Incorporate theoretical knowledge and evidence-based research findings in the coordination of care for patients, families, populations, and communities.

- 2.2 Synthesize knowledge from comprehensive health assessment data and evidence-based research to provide care for culturally, ethnically, and socially diverse patients, families, populations, and communities
- 2.3 Develop, implement, and evaluate teaching plans for patients, families, populations, and communities to address health maintenance, health promotion, and risk reduction
- 2.4 Utilize clinical reasoning, knowledge, evidence-based practice, theoretical foundations, and research findings as basis for decision-making and comprehensive patient care

### **3.0 Patient Safety Advocate**

- 3.1 Develop goals and outcomes utilizing theoretical knowledge and analysis, research, and evidence-based data to reduce patient and community risks
- 3.2 Develop and implement measure to promote a quality and safe environment for patients, self, families, communities, and populations

### **4.0 Member of the Healthcare Team**

- 4.1 Utilize leadership and management principles to assign and/or delegate nursing care to other members of the healthcare team in relationship to patient and organizational need
- 4.2 Integrate referral needs, cost considerations, confidentiality, efficiency of care, and continuum of care as it relates to patients, families, communities, populations, and the healthcare organization

### **Course Outcomes**

Upon successful completion of the course, students will have demonstrated the ability to:

- 1. Value life-long learning to continue professional development. (SLO 1.1)
  - 2. Determine if evidence from research findings is relevant to address ethical and legal issues in health care. (SLO 2.4)
  - 3. Debate moral/ethical/legal/regulatory issues that impact nursing practice and the health care delivery system. (SLO 3.1)
  - 4. Explain the role of the RN when confronted with issues related to health policy, economic impact, and regulatory agencies. (SLO 4.2)
  - 5. Examine the legal and ethical issues of caring for a diverse patient population. (SLO 2.2)
  - 6. Employ professional standards that support the legal and ethical values of the professional nurse to meet global health needs. (SLO 1.1)
  - 7. Develop knowledge, skills, and attitudes that reflects critical thinking related to legal and ethical decision making to provide patient-centered care. (SLO 2.4)
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NURS 4326, Legal & Ethical Consideration in Nursing  
Fall 2019 Required Textbooks and Materials  
Books can be purchased in print or electronic form

| ISBN           | Author                      | Title                                                                             |
|----------------|-----------------------------|-----------------------------------------------------------------------------------|
| 978-1284059502 | Butts, J. & Rich, K.        | Nursing Ethics: Across the Curriculum and Into Practice (5 <sup>th</sup> edition) |
| 978-1558105997 | American Nurses Association | Code of Ethics for Nurses with Interpretive Statements                            |

## Course & Instructor Policies

### Attendance

The RN to BSN program adheres to the Grayson College Student Handbook attendance policy. Should absences occur which do not allow for full evaluation of student performance (quality and consistency) faculty will be unable to assign a passing grade. In addition, the following policies are specific to the theory course.

1. Regular attendance is expected for all classes.
2. Attendance is verified within Canvas for all courses.
3. Students **must** notify the faculty in case of an absence during test times at least one hour prior to the scheduled test time.

### **Methods of Instruction (face-to-face and online)**

- Weekly video updates by instructor
- Discussion board
- Assigned textbooks and article readings
- Case studies
- Supplemental videos
- Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) in discovering, processing, and applying the course information using peer-reviewed journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

## EVALUATION AND GRADES

Graded activities and percent of the overall course grade:

| Graded Activity                                  | Percent of Course Grade |
|--------------------------------------------------|-------------------------|
| Canvas Discussion Questions and Case Studies x 7 | 50%                     |
| PowerPoint Presentation with Discussion          | 30%                     |
| In-Class Assignment                              | 20%                     |

### Course Grading Policy

The grading policy for the RN to BSN program follows that of the college for the letter grading system and grade point determination. This policy is found in the Grayson College Catalog. RN to BSN course grades are assigned as follows:

| Letter Grade | Interpretation | Numerical Grade | Grade Points/Semester Hour |
|--------------|----------------|-----------------|----------------------------|
| A            | Excellent      | 89.50-100       | 4                          |
| B            | Good           | 79.50-89.49     | 3                          |
| C            | Satisfactory   | 74.50-79.49     | 2                          |
| D            | Failing        | 64.50-74.49     | 1                          |
| F            | Failing        | 64.49 and below | 0                          |

According to college policy a letter grade of “D” is considered unsatisfactory in a student’s major field of study and generally does not transfer. Therefore, a grade of “C” or better is necessary in all RN to BSN courses for satisfactory completion of each level and progression to the next nursing course.

### ASSIGNMENT DESCRIPTIONS

**\*Please note: Rubrics for all assessments are located at the end of this syllabus.**

You will be responsible for readings and additional resources posted as well as participating in online Canvas Discussions each week. See rubric for grading criteria.

### PowerPoint Presentation

Students will sign up for group PowerPoint presentations in Week 3. Suggested approved topics can be found using the link to the Google Doc in the Canvas course module. If your group would like to do a topic not shown on the Google Doc, please get it approved during Week 3 to allow enough time to complete presentation by Week 5. The PowerPoint must be posted by the end of Week 5 and students will have one additional week to comment on at least two other presentations on the discussion board in Week 5. Please review the rubric for the PowerPoint presentation for grading criteria.

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## STUDENT RESPONSIBILITY & ATTENDANCE

**The RN-BSN program is a hybrid format which requires you to come to campus for orientation and a class day or labs if applicable. It is expected for all students to attend these on-campus class times.**

Attendance online is strongly encouraged. You will miss a deeper understanding of the materials if you are not participating. There are readings that you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. homework, discussion board, course projects, self-reflections, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions that reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

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## COMMUNICATION

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages will not be returned until Monday.

*Written communication via Canvas:* It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6<sup>th</sup> edition (2<sup>nd</sup> Printing or higher only) guidelines for referencing.

*Written communication via email:* All private communication will be done exclusively through your Viking email address. Check frequently for announcements and policy changes.

*Virtual communication:* Office hours and/or advising may be done with the assistance of the telephone, online platform, etc.

### Use Good "Netiquette":

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your interaction. Proper address for faculty is by formal title such as Dr. or Ms. /Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom)

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## **ASSIGNMENT SUBMISSION AND FEEDBACK**

In this class, all assignments need to be submitted through the Assignments link in the Canvas course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at [meacherna@grayson.edu](mailto:meacherna@grayson.edu) and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Canvas. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work and save your work frequently!

I will make every effort to provide feedback and grade submissions within one week of the due date. If your assignment is submitted late, the feedback timeframe does not apply. I will get to it as soon as possible, but it may take longer than one week.

## **SAVING WORK FOR YOUR PORTFOLIO**

At the end of the program, you will be required to submit certain assignments from each course to demonstrate that you have met the objectives of the program. Save all assignments so that it will be possible to compile this REQUIRED portfolio.

## **LATE WORK OR MISSED ASSESSMENTS POLICY**

The course is set up on weekly modules. The week begins on Monday at Midnight and ends on Sunday at 11:59 PM. Assignment due dates are shown on the calendar/schedule or posted within Canvas. **Five percentage points per day will be deducted for assignments submitted late. Late assignments will not be accepted after five days.**

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## **Student Conduct & Discipline**

Refer to the RN to BSN Student Handbook for policies

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## **Academic Integrity**

Refer to the RN to BSN Student Handbook for policies

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## **TITLE IX**

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Regina Organ, Title IX Coordinator 903.463.8714
  - Brad Bankhead, Title IX Deputy Coordinator 903.415.2601
  - Mr. Mike McBrayer, Title IX Deputy Coordinator 903.463.8753
  - Jennifer Becherer, Title IX Deputy Coordinator 903.463.8648
  - Barbara Malone Sexual Misconduct Liaison 903.463.8695 or 903.463.8730
  - Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
  - GC Police Department: 903.463.8777- (Main Campus) 903.415.2501- (South Campus)
  - GC Counseling Center: 903.463.8695
  - For any on-campus emergencies: 911
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**Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.**

**RN-BSN Nursing**  
**NURS 4326**  
**Course Overview**  
**Fall, 2019**

| Semester Dates                                                                                                               | Individual Learning Activities                                                                                                                                                                                                                          | Assessment                                                                                                                                                                                                                        | Due Date                                        | Percent of Grade                                          |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------|
| <b>Week 1</b><br><b>10/15/19 – 10/20/19</b><br><b>On-Campus Orientation</b><br><b>Thursday, 10/17/19</b><br><b>1600-1800</b> | <b>Welcome</b><br><b>Intro to Legal and Ethical Considerations in Nursing</b><br><hr/> <b>READ:</b><br>Syllabus<br>Course Schedule<br><br>Butts & Rich- Ch. 1: Introduction to Ethics, and Ch. 2: Introduction to Bioethics and Ethical Decision Making | <b>Face-to-face Orientation Meeting – Irma Blackburn Auditorium in Health Sciences building</b><br><hr/> <b>Canvas Discussion Board Introductions</b><br><br><b>Canvas Discussion Board – Week 1</b><br>(The Kimberly Hiatt Case) | <b>10/17/19</b><br><br>10/21/19<br><br>10/21/19 | <br>Required, but not graded<br><br>Graded/<br><b>10%</b> |
| <b>Week 2</b><br><b>10/21/19 – 10/27/19</b>                                                                                  | <b>American Nurses Association Code of Ethics for Nurses</b><br><b>READ:</b><br>Butts & Rich Ch. 3: Ethics in Professional Nursing Practice & The ANA Code of Ethics for Nurses with Interpretive Statements                                            | <b>Canvas Discussion Board – Week 2</b><br>(The ANA Code of Ethics for Nurses with Interpretive Statements)                                                                                                                       | 10/27/19                                        | <b>5%</b>                                                 |
| <b>Week 3</b><br><b>10/28/19 – 11/3/19</b>                                                                                   | <b>Reproductive Issues, Infant and Child Nursing, and Adolescent Nursing Ethics</b><br><b>READ:</b> Butts & Rich Ch. 4-6 and case study posted in DB                                                                                                    | <b>Canvas Discussion Board – Week 3</b><br>Case Study – When Cultural Differences Limit the Patient's Choice<br><hr/> Sign up for PowerPoint presentation topic on Google Doc link in Canvas under Week 3                         | 11/3/19<br><br>11/3/19                          | <b>10%</b>                                                |
| <b>Week 4</b><br><b>11/4/19 – 11/10/19</b>                                                                                   | <b>Adult Health Nursing Ethics</b><br><b>READ:</b><br>Butts & Rich Ch. 7                                                                                                                                                                                | <b>Canvas Discussion Board – Week 4</b><br>Response to Mr. Bagley case study                                                                                                                                                      | 11/10/19                                        | <b>5%</b>                                                 |
| <b>Week 5</b><br><b>11/11/19 – 11/17/19</b>                                                                                  | <b>PowerPoint Presentations posted by 11/17/19</b>                                                                                                                                                                                                      | <b>Canvas Discussion Board – Week 5</b><br><b>Group PowerPoint posted to Discussion Board</b><br><br><b>Must respond to min. two other presentations</b>                                                                          | Post by 11/17/19<br><br>Respond by 11/24/19     | <b>30%</b>                                                |
| <b>Week 6</b><br><b>11/18/19 – 11/24/19</b>                                                                                  | <b>Ethical Issues in End-of-Life Nursing Care</b><br><b>READ:</b><br>Butts & Rich Ch. 9<br>ANA Revised Position Statement: The Nurse's Role When a Patient Requests Medical Aid in Dying                                                                | <b>Canvas Discussion Board – Week 6</b><br>Case Study – End of Life with Mary Warning                                                                                                                                             | 11/24/19                                        | <b>10%</b>                                                |

|                                                                                                                                                           |                                                                                                  |                                                                                                                                                                  |         |                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------------------------------------------------|
| <b>Week 7</b><br><b>11/25/19 –</b><br><b>12/1/19</b>                                                                                                      | <b>Psychiatric/Mental Health</b><br><b>Nursing Ethics</b><br><b>READ:</b><br>Butts & Rich Ch. 10 | <b>Canvas Discussion Board – Week 7</b><br>Mental Health Stigma                                                                                                  | 12/1/19 | <b>5%</b>                                           |
| <b>Week 8</b><br><b>12/2/19 –</b><br><b>12/5/19</b><br><br><b>On-Campus</b><br><b>Class Day</b><br><b>Wednesday</b><br><b>12/4/19</b><br><b>1500-1800</b> | <b>Ethics and the Nursing Care of</b><br><b>Elders</b><br><b>READ:</b><br>Butts & Rich Ch. 8     | <b>Canvas Discussion Board – Week 8</b><br>May's Elder Virtues<br><br><b>ATTEND CLASS DAY 12/4/2019</b><br><b>FROM 1500-1800</b><br><br><b>In-Class Activity</b> | 12/4/19 | <b>5%</b><br><br><br><br><br><br><br><br><b>20%</b> |

## NRSB 4326 Legal & Ethical Consideration in Nursing

### Discussion Forum Rubric

| <b>Criteria</b>                       | <b>Exemplary</b>                                                                                                                                       | <b>Satisfactory</b>                                                                                                                                                                      | <b>Undeveloped</b>                                                  |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>On Topic<br/>30%</b>               | Perspective on the problem/question is clearly identified in an introductory sentence. All comments are directly related and on topic. (30)            | Perspective on the problem/question is stated somewhere in the post. Most comments are related to the problem/question that is posed. (20)                                               | Post does not address the problem/question that is posed. (10)      |
| <b>Participation<br/>30%</b>          | Initial post and at least 2 additional responses/comments are submitted on time by the student. (30)                                                   | Initial post OR responses/comments submitted on time by the student. (15)                                                                                                                | No discussion post or responses/comments posted by the student. (0) |
| <b>Evidence of references<br/>30%</b> | Post reflects a good understanding of the ideas presented and references ( <b>at least two</b> ) are from the textbook or peer-reviewed journals. (30) | Post reflects some ideas from the readings. Author is unable to articulate thoughts and ideas. Less than 2 references used or not from assigned readings or peer-reviewed journals. (20) | Post does not reflect or reference ideas from class materials. (10) |
| <b>Grammar &amp; APA<br/>10%</b>      | No spelling, grammar, APA errors. (10)                                                                                                                 | Few spelling, grammar, APA errors. (7.5)                                                                                                                                                 | Multiple spelling grammar, APA errors. (5)                          |

## NURS 4326 Legal/Ethical Considerations in Nursing

### PowerPoint Presentation Rubric

| CRITERION                                                               | STRONG                                                                                                                                                                                                        | AVERAGE                                                                                                                                                                                                          | WEAK                                                                                                                                                                        |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identification of Ethical Dilemma<br>20%                                | Identifies, describes and demonstrates a sophisticated understanding of the ethical dilemma.                                                                                                                  | Identifies, describes and demonstrates an accomplished understanding of the ethical dilemma.                                                                                                                     | Identifies, describes and demonstrates acceptable understanding of the ethical dilemma.                                                                                     |
| Analysis and Evaluation of Ethical Dilemma.<br>20%                      | Presents an insightful and thorough analysis of ethical dilemma.                                                                                                                                              | Presents a thorough analysis of ethical dilemma.                                                                                                                                                                 | Presents a superficial or incomplete analysis of ethical dilemma.                                                                                                           |
| Recommendations on Effective Solutions/ Strategies<br>30%               | Supports diagnosis and opinions with strong arguments and well-documented evidence; presents a balanced and critical view; interpretation is both reasonable and objective.                                   | Supports diagnosis and opinions with limited reasoning and evidence; presents a somewhat one-sided argument; demonstrates little engagement with ideas presented.                                                | Little or no action suggested and/or inappropriate solutions proposed to the issues in the case study.                                                                      |
| Links ethical dilemma to Course Readings and Additional Research<br>20% | Makes appropriate connections between identified ethical dilemma from both sides; supplements presentation with relevant and thoughtful research and documents all sources of information.                    | Makes appropriate but somewhat vague connections between identified ethical dilemma from both sides; demonstrates limited command of the analytical tools studied; supplements case study with limited research. | Makes inappropriate or little connection between identified ethical dilemma from both sides; supplements case study, if at all, with incomplete research and documentation. |
| Writing Mechanics and Formatting Guidelines<br>10%                      | Demonstrates clarity, conciseness and correctness; no paragraphs to read on slides; utilizes notes on each slide to expand; APA formatting is appropriate and writing is free of grammar and spelling errors. | Occasional grammar or spelling errors, but still a clear presentation of ideas; lacks organization. Slides contain too much text to read.                                                                        | Many deficiencies on grammar, spelling, or APA formatting. Slides have paragraphs to read and are not concise or notes on each slide are not utilized.                      |

**NURS 4326 Legal/Ethical Considerations in Nursing**  
**PowerPoint Guidelines**

**General Guidelines:**

1. Presentation should be between 10-15 slides.
2. Each content slide should be succinct and have no long paragraphs to read.
3. Utilize notes pages may be utilized for explanation if needed and to expand on subject area to cover all criteria on rubric.
4. Use pictures to enhance presentation.
5. Respond to two presentations in discussion board by the end of the following week.

**Content Criteria:**

1. Introduction slide with title of ethical dilemma, include names of all members of group and school, course number and name.
2. Identify ethical dilemma chosen by your group.
3. Present a thorough analysis of arguments from both sides.
4. Make recommendations for effective solutions/strategies.
5. Include course readings and scholarly references (at least 4 including textbook).