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COLLEGE OF GRADUATE STUDIES

Existing Graduate Course Modification Form

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Present

College Nursing

Dept/Academic Unit Population and Community Care

Course Alpha/Numeric NURS 5400

Course title Theoretical and Ethical Foundations of Nursing

Credit hours: Fixed 3 or Variable: to

Proposed

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Course Alpha/Numeric NURS 5400

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Credit hours: Fixed 3 or Variable: to

Cross Listings:

Prerequisites(s) (if more than 50 characters, please place it in Catalog Description)

Co-requisites(s) (if more than 50 characters, please place it in Catalog Description)

Catalog Description (only if changed) 75 words max:

Cross Listings:

Prerequisites(s) (if more than 50 characters, please place it in Catalog Description)

Co-requisites(s) (if more than 50 characters, please place it in Catalog Description)

Catalog Description (only if changed) 75 words max:

Has course content changed? If yes, give a brief topical outline of the revised course below (less than 1500 words)

Current verbiage: The first Course Objective of the NURS 5400 course currently reads: Conceptualize the nature of the discipline of nursing

Changed verbiage: Interpret the nature of the discipline of nursing

Rationale:

1. The word "conceptualize" ^{is} not indicate how is could be measured. The word "interpret" falls under "Evaluation" the highest level in Bloom's Taxonomy. The evaluation level is described as being able to "make and defend judgments based on internal evidence or external criteria."
2. We asked for feedback from Quality Matters for the online course and Claire Stuve pointed out that this particular objective is not measurable. We concur.

Proposed Effective Term List any course(s) to be deleted Date
 Date

Attach new syllabus reflecting course modifications.

Attach additional documents if necessary.

Course Approval

Department Curriculum Authority	<input type="text" value="Cheryl Gies"/>	Date	<input type="text" value="Mar 8, 2013"/>
Department Chairperson	<input type="text" value="Kelly Phillips, PhD,RN"/>	Date	<input type="text" value="Nov 5, 2013"/>
College Curriculum Authority or Chair	<input type="text" value="Cheryl Gies, DNP, MSN, CNP"/>	Date	<input type="text" value="Oct 23, 2013"/>
College Dean	<input type="text" value="Timothy M. Gappas"/>	Date	<input type="text" value="Nov. 7, 2013"/>
Graduate Council	<input type="text" value="PLK"/>	Date	<input type="text" value="1-21-2014"/>
Dean of Graduate Studies	<input type="text" value="PLK"/>	Date	<input type="text" value="1-21-2014"/>
Office of the Provost	<input type="text"/>	Date	<input type="text"/>

For Administrative Use Only

Effective Date

CIP Code

Subsidy Taxonomy

Program Code

Instruction Level

University of Toledo College of Nursing
Master of Science in Nursing Program
NURS5400.001 Theoretical & Ethical Foundations of Nursing
Syllabus: FALL SEMESTER 2013
Tuesdays: 12:30 – 3:30 pm, CB2010

Course Credit and Contact Hours: 3 semester credits/3 theory hours

Course Faculty:	Katherine Sink, PhD, CNS Associate Professor of Nursing Room 3211, Collier Building Phone: 419-383-5868 E-mail: Katherine.Sink@utoledo.edu FAX: 419-383-5875	Jane Ransom, PhD, CNS, RN Associate Professor of Nursing Room 3320, Collier Building Phone: 419-383-5844 E-mail: Jane.Ransom@utoledo.edu FAX: 419-383-5875
Office hours:	& By appointment!	Tuesdays, 11-12 pm & By appointment
Role:	Faculty for Ethics portion	Faculty for Nursing Theories portion

Pre-requisite: Graduate standing.

Course Description

Explores roots of nursing as a science and art. Examines personal and professional values in the context of ethical decision-making. Emphasis is on analysis and evaluation of selected nursing and ethical theories.

Course Objectives

At the completion of this course, the student will be able to:

1. Interpret the nature of the discipline of nursing.
2. Examine the origins of values and their impact on behavior, both personal and professional.
3. Analyze nursing and ethical theories and models.
4. Analyze the interrelationships among nursing theory, practice, and research.
5. Evaluate various theoretical and practical approaches of ethical decision-making.

Weekly Schedule of Topics and Readings

Topics are listed in syllabus under weekly schedule. Details for weekly discussions are posted online on the course site in advance of class.

Teaching/Learning Strategies: discussions, case studies, class activities, presentations, personal reflection papers, audiovisual media, internet activities, scholarly writing

Evaluation Strategies

1. Successful completion of the course requires students' active participation in class discussions, satisfactory completion of theory and ethics written and oral projects, and completion of the ethics reflections and theory application papers.

2. Students are expected to use the required readings in original critical analysis of theoretical and ethical issues for both written and oral discussions.
3. All papers are expected to reflect accurate use of APA guidelines (i.e. term-paper style) for papers and citing resources within text and in reference lists. The APA Manual is cited as a required text, the APA Web page also has tips available online, and *Write on!* is another source with explanations and examples of APA formatting style (posted on Blackboard).
4. Students are expected to abide by UT CON Academic Honesty Policies in the Graduate Student Handbook. The handbook and other CON graduate resources are available at http://www.utoledo.edu/nursing/grad_nursing_resources.html
5. The faculties reserve the right to change course requirements in exceptional circumstances with fair notice to students.

Evaluation Methods

- Nursing Theoretical Foundations (50%)

- Weekly class discussions 10%
- Two-2 written discussion papers 10%
- Group Presentation, with *individually*
 written change paper 30%
- Professional Philosophy S/U

- Ethical Theoretical Foundations (50%)

- Weekly class discussions 10%
- One Reflection paper 5%
- Codes of ethics assignment 10%
- Scholarly Ethics Presentation & Paper 25%

Grading Scale	
90 – 100	A
80 - 89	B
70 - 79	C

Late Assignments: Late papers and presentations will receive a 5% point deduction for the first day late and deductions for each day that follows without receipt of the paper. Deductions may be modified if a student negotiates for a changed deadline with faculty *in advance*. However, all late assignments will receive a grade deduction

Assessment of Student Outcomes: Students with learning issues, test anxiety or personal matters are urged to seek assistance from the UT Academic Enrichment Center. Contact via e-mail at AcademicEnrichmentCenter@UToledo.Edu, website at <http://hsc.toledo.edu/depts.aec>, and telephone, 419-383-6118/4274, Offices in Mulford Library Building, Rooms 506/507.

The University of Toledo abides by the Americans with Disabilities Act (equal and timely access) and Section 504 of the Rehabilitation Act of 1973 (non-discrimination on the basis of disability). If you have a disability and are in need of academic accommodations but have not yet registered with the Office of Academic Access (OAA) (Rocket Hall 1820; 419.530.4981; TTY: 419.530.2612; officeofacademicaccess@utoledo.edu), please contact the office as soon as possible for more information and/or to initiate the process for accessing academic accommodations. Any student with a disability receiving accommodations through OA are encouraged to discuss these with your instructors during office hours or by online appointment, so they may be better informed on how to assist you during the semester. All accommodations must be processed through the Office of Academic Access.

Official Communication will occur through the Blackboard course site for e-mail communication and posting of papers. Faculty will retrieve and return papers online, too. All official e-mail from the graduate office and College of Nursing will be routed to your UT e-mail address.

Required Textbooks

Alligood, M. R., & Tomey, A. M. (2010). *Nursing theorists and their work* (7th ed.). Maryland Heights, Missouri: Mosby Elsevier. ISBN: 978-0-323-05641-0.

American Psychological Association. (2010). *Publication manual* (6th ed.). Washington, DC: American Psychological Association. ISBN: 978-1-4338-0561-5

American Nurses Association. (2008). *Code of ethics for nurses with interpretative statements*. Washington, DC: American Nurses Association. ISBN: 9781558101760
PUB# 9781558101760. (Available for viewing online at the ANA website; cannot be downloaded. Hard copies must be purchased.)

Volbrecht, R. M. (2002). *Nursing ethics: Communities in dialogue*. Upper Saddle River, N.J.: Prentice Hall. ISBN: 0130305219

Course Site Resource

Ransom, J. (2010). *Write on! An abbreviated guide to APA format for writing college papers*. Toledo, OH: The University of Toledo College of Nursing. Available under course icon, "Resources."

Class Discussions

Weekly Class Discussions

Graduate learning is based on class participation. You are expected to express your understanding about new ideas and concepts. Participation requires thoughtful reflection. This course offers opportunities to express yourself and to expand the depth and breadth of that understanding based on thoughtful consideration of the writings of the scholars in our discipline. Classmates benefit from hearing your perspective whether they agree or not.

Participation requires thoughtful reflection. This course offers opportunities to express yourself and to expand the depth and breadth of that understanding based on consideration of the writings of scholars in the discipline. Acceptance or rejection of those ideas requires critical thinking on your part and integrating that understanding into a broader perception of nursing and your practice world. You are expected to *risk taking the initiative* to verbalize your understanding, to *respect* peers and to help them *clarify* their ideas. Because class discussions support your learning, you are expected to attend and share in *every class discussion*. Missing *more than one* class will seriously compromise your learning and your satisfactory completion of this expectation.

If your opinion differs from those expressed in the readings, think about how your opinion developed and why it may not agree with these scholars. It is ok to disagree with these

writers, but you need to thoughtfully consider why nursing scholars are proposing a contrasting perspective. If you agree, what "fits" for you and why?

Discussion Grading Criteria

Agreeing and disagreeing do not mean voicing your opinion. The focus of the discussions should remain on the ideas posed in the readings. Agreeing and disagreeing mean making scholarly arguments from the literature that may support your own ideas. Faculty expects you to support your ideas **from the readings** or similar scholarly writing about the topic in nursing literature. Always cite your source(s). **Refer to the grading rubric in the syllabus for further clarification.**

Respect for Each Other and Faculty

Some of the class discussions will challenge personal values. Each person has the right and responsibility to examine his or her own thinking in relation to the readings and discussion. Faculty expects each student to verbalize those insights *without risk of censure from others in the class*. Conflicting ideas are expected and respected. Responding to another's perspective in constructive ways is part of using empathy and practicing how to respond to patients whose views and choices may differ from yours. Practice what we advocate! Lack of respect for differences of values and expression will not be tolerated. Likewise, please feel free to disagree with each other, gently and respectfully.

Respect for each other is reflected in your choice of words and how you share your interpretation of the readings, perhaps differently than expressed by a peer. Respect means that you value another's interpretation in relation to the discussion as an opportunity to understand a different "take," rather than defending your own position. Class discussions offer an opportunity to support each other's growth. Often, defensiveness results when one feels threatened. New ideas may occasionally feel threatening, but discussions are intended to be a safe forum for expressing your understanding, based on a genuine attempt to add to the discussions based on the assigned readings.

Surfing the Web, emailing, texting, answering cell phones (except in emergencies) and other forms of electric communication during class show disrespect for both faculty and peers.

Citing Sources in Class and in Papers

Share your source during discussions and in papers. In class, share the primary author. If the source is NOT one listed in the syllabus, then share the *complete* citation. Check your APA source and also note that the articles and books listed in the syllabus are cited correctly. If you directly quoted someone, then place that quote within quotation marks and cite correctly. We faculty expect you to refer to an APA resource for accurate citation of resource, both within text and in the references. Not including the citations is essentially stealing from that author (i.e. plagiarism). This is against UT's academic policy and is considered serious enough that a student can be dismissed from the program. You gain credibility by citing sources, too.

Grading Rubric for In-Class Discussions

Take the initiative to share your understanding about the readings as indicated in the week's discussion guide. Include at least **two** direct references to the required readings *in your own words to the best of your understanding*. Explain the significance of these references and be sure to include the authors whose ideas you are using. Use these references to demonstrate how you might integrate what you have read into your thinking and/or practice as a nurse.

- 1. New learning.** Reflect your understanding of the reading. *Rephrase what the author wrote and refrain from offering personal opinions instead.* Your goal is to *add* depth to the discussion about the discipline of nursing, not reiterate positions based on your current understandings. Students who have not read the assigned readings will not be able to add to new learning. Raising questions about difficult parts is expected as well. Perfect understanding of the readings is *NOT* part of faculty expectations!
- 2. Respect for each other and faculty.** See above.
- 3. Reply to a peer.** First, restate the other person's statements as you understand it. Then, comment on one or more points, using information gleaned from one of the assigned readings. Include if you are speaking in support of the peer's point or speaking against it or to clear up what seems to be a misunderstanding by sharing additional information. Name the author whose information you are using.

Written Work

All written work is expected to follow guidelines for scholarly writing that are included in the graduate handbook, accessible at http://www.utoledo.edu/nursing/grad_nursing_resources.html. These include, but *are not limited to* the following specific APA criteria (see box).

Faculty assumes that all graduate students seek the assistance they need to meet expectations for papers as outlined in the guidelines below. Not meeting these minimal criteria will result in a grade reduction of 1-20%. Graduate students are expected to use the required APA reference or seek equivalent credible sources. *Write on!* is posted under "Resources" as a quick guide to APA formatting and has additional "tips." Exceptions to APA format may be made *by individual faculty*, but this *cannot* be assumed and may differ from course to course. The formatting part of a paper is not a personal, creative endeavor.

For future reference, all of the requirements listed below as part of formatting a paper are consistent with an APA-style paper, with the exception of one permitting, but not requiring, single-space (and double-spacing between paragraphs). APA requires double-spacing all lines. Parts of the guidelines are single-spaced here to reduce the number of papers. Formatting can count up to 20% of your grade on a paper.

Formatting a Paper

- (1%)** Use a title page, double-spaced, including title page elements in this order: 1) University of Toledo College of Nursing, 2) NURS5400.001 Theoretical and Ethical Foundations of Nursing, 3) Faculty name (Dr. Sink or Dr. Ransom, as appropriate), 4) content title for assignments; 5) date of submission, 6) your name last. Be sure to include

all of this information when sent via e-mail attachment or posting in the "Assignments" area, too!

2. (1%) Include a Running head, which becomes the header on following pages. Use a hard page return after typing all the title page information, so the second page begins at the top margin. (Ctrl + Enter keys together)
3. (4%) Use *at least* two levels of headings for assignments greater than 2 pages double-spaced or 1 page single-spaced (Level 1, 2 and 3, APA-style).
4. (1%) Convert discussion questions or topics into concise headings and subheadings no longer than 1-5 words.
5. (1%) Use a consistent font style and size (10 or 12 *only*).
6. (1%) Use one-inch margins all around.
7. (1%) Indent the first line of each paragraph (no block paragraphs).
8. (1%) Single *or* double-space paragraphs, but always double-space between paragraphs.
9. (4%) Write in complete sentences.
10. (2%) Do not quote (or just rearrange) more than a few words from your sources. (NOTE: Quotes do not count toward discussion points in class discussions or in papers.)
11. (1%) *All* direct quotes must have quotation marks and page numbers.
12. (1%) Use in-text citations for all sources, including those assigned.
13. (1%) Include full double-spaced citations at the end of all papers for sources used, under the heading, **References**.
14. Note that when an author cites other sources, it is not appropriate to cite the second sources, only the source *you are actually reading*. [Example: Smith (1965) wrote that all nurses use theory (as cited in Ellis, 1969).]
15. Check your **English usage** for correct spelling, sentence construction, and word usage. As a graduate student, you are expected to express yourself clearly and use good English in all papers. The APA manual has English style and usage guidelines consistent with other sources.

Theoretical Foundations of Nursing

Nursing Theory Class Discussion Papers – Two-2 (5% each)

Course Objectives	Unit Learning Outcomes
#1-Conceptualize the nature of the discipline of nursing.	1. Explains concepts relevant to the discipline.
#4-Analyze the interrelationships among nursing theory, practice, and research.	2. Debates usefulness of theory in framing nursing research, practice and further theory development.
	3. Learning Outcomes related to specific unit.

Purpose. The purpose is to develop depth in thinking about the week's readings and to enhance your preparation for discussion. For two of the class discussions (*exception: weeks of peer theory presentations*), you will send in your discussion responses in writing, plus participate verbally. This is based on the premise that writing and thinking are more closely associated than talking and thinking. Discussion areas are posted in advance of class.

Satisfactory completion. Your responses reflect more than a superficial understanding of the readings, which generally requires more than a couple of sentences under each topic or question. You can choose to agree or disagree *after* explaining the authors' stance, but support your position with reasons drawn from credible sources. *Personal opinions are not the purpose of these papers and will not contribute to the grade.*

Due. These papers are due immediately after that class discussion or in advance. Only papers written in Microsoft Word will be accepted. If you need to miss class, you can still turn in a discussion paper before or on the day of class through the online course site, under "Assignments." Papers received later are considered late, unless prior arrangements have been made with faculty.

Scholarly Group Nursing Theory Presentation and Individual Change Paper

Course Objectives	Learning Outcomes - <u>Presentation*</u>
1. Conceptualize the nature of the discipline of nursing.	A. Analyzes a selected nursing theory. B. Interprets the concepts and their relationships to "make sense" of them. C. Draws conclusions about its contributions to the development of the discipline of nursing.
2. Examine the origins of values and their impact on behavior, both personal and professional.	D. Selects examples that illustrate its use in research and practice. E. Explains usefulness of the selected theory in a specific practice example.
3. Analyze nursing and ethical theories and models.	<u>Change Paper*</u> A. Examine the meaning of a selected nursing theory to one's own nursing practice behaviors, priorities, and language.
4. Analyze the interrelationships	B. Compare and contrast selected new concepts from a nursing theory to your own pattern of nursing practice.

- among nursing theory, practice, and research.
- C. Propose new ways of carrying out nursing care consistent with theoretical concepts.
 - D. Propose new ways of expressing your role as a nurse to patients and health care providers using a selected nursing theoretical perspective.

*Note: The learning outcomes for this paper refer to the course objectives collectively and are not aligned with just one course objective.

A scholarly presentation will substantiate your synthesis of one nursing theory and how to apply it to practice and research. The change paper applies what you learned about the theory. ***Combine with a classmate for the class presentation.*** The accompanying change paper is written independently.

Equity. The difference between a presentation completed alone and one completed with peers is that in a group presentation, each part does not stand alone. So, while each part might be acceptable individually, it also needs to be integrated to make sense together. Each of you is responsible for the entire final product, which requires the chance for each member of the group to view other group members' contributions in advance and make suggestions for refinement. Sharing your part with your peer(s) the day before the presentation is unfair and will count against accountability on your part.

Getting started. Begin sharing informally about each other's expectations of the others in the group and your commitment to the each other about how often you will communicate and how, your schedules, etc. Each of you is responsible for your own contribution, for positively confronting behaviors that are detrimental to completing the course work, and for seriously considering criticisms from your peers about your behaviors that may be hampering a satisfactory final product. Use your creativity to get around scheduling conflicts, which almost always occur. Some peers share information solely online and never meet in person!

Option - individual presentation. If you find that you will have difficulty participating equitably in group work, discuss individual options with faculty. If a personal crisis arises, it is not acceptable to allow a peer to complete your part. Faculty may require other arrangements for your completion of the course. Last-minute contributions can undermine polishing the integrated presentation and receive an individual deduction by peers.

Grading Rubric

GROUP Responsibilities for Presentation (70%)

50% Presentation. Explain and critique the theory as explained by experts (Alligood & Tomey, 2010). Supplement with articles. ALL quotes should be followed with simple descriptions in your own words (i.e. "translations").

(10%) Description of the model/theory

Include an **overview paragraph** that explains the crux of the theory. Write in *non-theoretical terms* to explain the theory's overall: a) goal for nursing, b) the major focus of the theory, c) core ideas and d) its overall usefulness.

Then, include the major concepts and its scope (major 6-10 concepts). Give practical examples for *every* concept introduced. (Include this section in the handout.)

(10%) Social, family, & political influences

What was going on in nursing and society at the time the theory was developed, both personally, if you can find such sources, and in the larger social context? How did this context influence the theorist's ideas about nursing and life philosophy?

(10%) Underlying or influential theories

Name theories that influenced the theorist as identified by sources. Describe each briefly (3-5 sentences), so the class will understand their contributions to the theorist's thinking.

(10%) Evaluation of model/theory by Alligood and Tomey (2010).

Share *in your own words* how well the theory meets the criteria (clarity, simplicity, generality, empirical precision, derivable consequences). Give examples about how well the theory meets each criterion, not just that it does or does not.

(10%) Substantial example of application to practice

Provide a "real" example of application to a specific patient situation from a published article or book. How could peers actually use the theory in practice? Illustrate the role of the nurse. Involve peers. Find an in-depth case study reflecting the unique application.

10% Quality of Presentation

- Manner of presentation: variety, dynamic
- Well-organized, easy to follow, logical flow of ideas
- Reflects clear understanding of theory
- "Translates" terminology into own words, uses practical examples for every concept discussed
- Involves peers actively by posing questions or using gaming or other creative strategies. (Can give peers discussion questions in advance.)
- Uses appealing audiovisual aids. Uses key words only on slides, not sentences. Depends on examples, discussion or other creative strategies for conveying meaning. (Slides focus attention, but do not substitute for the presentation.)

10% Handouts for Class (1-2 pages only)

- **Overview of theory** ($\frac{1}{2}$ page *only*). In *conversational* style, include the overall goal for nursing and the basic focus and essential ideas of the theory. No quotes.
- **References**
 - Cite at least **three-3 references** used in the presentation, primarily from

- nursing peer-reviewed journals. Use APA format.
- Include one source written by the **theorist**.
- **Annotate** three references (but *not* Alligood & Tomey, 2010). Explain in 1 or 2 sentences the type of content and the source's value for learning or applying the theory.

INDIVIDUAL Responsibilities for Presentation and Paper (30%)

- 10% Contributes stimulating questions and helps moderate the discussion.** Shares equitably in the group presentation. Helps to facilitate discussion.
- 10% Peers rate your contributions** to the presentation outcome and ongoing communication with the group. *Send faculty a rating (1-10) of peers.*
- 10% Individual change paper - due the class that *follows* the presentation.** The change paper requires you to apply what you learned in the first theory presentation for greater clarity of meaning in your own practice. This is a hypothetical projection about how to base your practice on a selected theory, either as a totally new idea or to enhance your current use of this theory. This paper is not an application paper as much as a reflection about how what you currently do would need to *change* to reflect the ideas of the theory. Use "I" to express yourself. Apply some of its unique core concepts and values.

(5%) **Practice change.** How would using this particular theory *change* the way I practice nursing? This is less about how you would use the theory in depth and more about the theory's perspective and how it could influence you to alter your current priorities or actions. What would you ordinarily do, then how would it need to change?

"This theory would change how I practice. . . .For example, . . .

(5%) **Language change.** How would using this particular theory *change* the words and descriptors that I use to explain what I do as a nurse and the focus/priorities of the care I provide? Include **two scripts** and try them out as described below.

Each theory has its own language, without which meaning is lost. Select core concepts you might use that are unique to this theory that you would not use otherwise. Using different words may seem too awkward, but this is a transitory state if the words you select express the ideas well. Note that the concept of "holism" is not owned by any one nursing theory, so your discussion must go beyond this concept.

- Include three to four sentences that quote your introduction of yourself to a patient and/or patient's family about what you do as a nurse and your focus or priorities for care consistent with this theory.

Try it out with *at least one* patient and/or patient's family. Describe the interaction. How did this compare to your usual type of interaction?

- Include three to four sentences that quote your introduction of yourself to another health care provider about what you do as a nurse and your focus or priorities for care consistent with this theory.

Try it out with *at least one* other HCP. Describe the interaction. How did this compare to your usual type of interaction?

The power of words. Words are powerful. They affect the way we think, feel, and act. Think about how words like “partner,” “obey/comply,” etc.! This refers to what you say out loud, not just what you think about. Use some core concepts in quoting an introduction to a patient or to another health care provider.

"The words I use would be affected, either by using the theorist's terms or synonyms that I am comfortable with, such as. . . . I would also use more words like. . . , instead of some I currently use that indicate a different priority, such as. . . ."

General guidelines. Use several short, specific examples (*not* a case study). This paper is intended to illustrate how your thinking would differ from your current way of doing and speaking. Do not discuss what you would not change or substitute a case study for discussing **changes**.

Consider as adequate a length of three to four pages, plus the title page and any references, which might be one or two. Use APA writing style, as specified in the syllabus.

Ethical Foundations of Nursing

Ethical Reflection Paper (5%)

Reflection papers are one page (single-spaced, typed) personal reflections on topics discussed within the course that show integration of content into your own value system for nursing and/or ethical decision making. Be sure to use an ethical framework to support your thoughts.

This paper is often one that students choose for a discussion about something said within the discussion that they may disagree with or may be a reflection about something that has happened to you during your nursing career that you are remembering due to the class topics. Please submit the papers before the last two classes of the ethics portion of the course. Faculty does not need to agree with your ideas, but will be looking for you to expand your thinking. You are not required to post these for peers to read on the discussion section unless you wish; send them by e-mail attachment to Dr. Sink.

Codes of Ethics Assignment (10%)

This assignment deals with various codes of ethics for nurses and other health care professions. You will be assigned 2 codes of ethics (one nursing and one from another health care provider) in which you will lead the discussion for that code.

Scholarly Ethics Presentation (25%)

A group scholarly presentation will demonstrate your critical thinking abilities in ethics. The focus will be on an ethical dilemma. Presentations should be in PowerPoint format for class presentation. Individuals within the group will present opposing sides of an issue, using a different theoretical framework for each student. **See specific guidelines and criteria for grading.**

Guidelines and Grading for Ethics Presentation

Evidence of Critical Thinking and Moral Reasoning Clear in Presentation

Form a group of 2 students (May vary depending on number of students in class).

1. (5%) Using a case situation, identify an ethical dilemma facing advanced practice nursing today.
2. (15%) Discuss relevant literature on the topic. (The expectation is that students will use solid credible **ethical, health related** resources).
3. (5%) Identify persons who are affected by the dilemma (not just the patient).
4. (15%) Identify briefly the legal and regulatory parameters (remember nursing).
5. Propose a resolution of the dilemma from a different theoretical perspective for each person presenting. Each person will present a different theoretical perspective that supports their viewpoint with one theoretical perspective coming from Kantian theory or universality. Individuals from the group will divide into opposing sides, some being "pro" the issue, and some members of the group "against" the issue. Both sides of the dilemma should be presented in such a manner that the reader/class does not know which side you would take.

EACH is **INDIVIDUALLY** graded for the *application* of theory to the dilemma:

- a. (15%) Identify ethical concepts within the theory that are relevant to the resolution.
 - b. (15%) Identify principles that support both the ethical theory and your side of the dilemma.
 - c. (5%) Discuss what good would come out of selecting your side of the dilemma (outcomes/consequences of proposed resolutions).
6. (10%) Use at least 10 references besides your text. These references should be ones appropriate to graduate education. Thus, you should use credible sources for your information. You should prepare a copy of the reference list to share with your classmates.
 7. (5%) Articles, discussion questions, etc., supplied for presentation.
 8. (10%) Quality of Presentation/Paper: Depth/breadth of resources/writing style/APA

Submit a copy of your presentation, your references and any handouts you provide to the class to the instructor at the beginning of your presentation.

TOPICAL OUTLINE – Fall 2013 – 12:30 – 3:30 pm, CB2010

PART I: Ethical Foundations of Nursing

Date	#	Topics:	Readings/Activities/Discussion
AUG	E-1	1. Introductions & Course Overview: Drs. Sink & Ransom	Get acquainted. Review syllabus and Blackboard site for course resources. Begin group formation. Ask questions; clarify expectations.
20			
		2. Values	Volbrecht, Chapter 1.
		3. Introduction to Ethics & Discipline of Nursing	Corley, M. (2002). Nurse moral distress: A proposed theory and research agenda. <i>Nursing Ethics</i> , 9(6), 636-650.
		a. Personal and professional values	Milton, C. L. (2005). The ethics of respect in nursing. <i>Nursing Science Quarterly</i> , 18(1), 20-23.
		b. Moral distress	Redman, R. K., & Fry, S. T. (2000). Nurses' ethical conflicts: What is really known about them? <i>Nursing Ethics</i> , 7(4), 360-6.
Aug	E-2	Ethical concepts, theories & principles Ethical decision-making case study	Volbrecht, Chapters 2, 4, 6 (chapters 3, 5, 7 optional) Bournes, D. A. (2000). A commitment to honoring people's choices. <i>Nursing Science Quarterly</i> , 13(1), 18-23.
27			Case study on Mary (Hand-in your thoughts using an ethical theory)
SEP	E-3	Kohlberg's moral development Ethical decision-making case studies	Crain, pg. 118-136 and selected readings Case studies on truck driver and Mike (Hand-in your thoughts using ethical theory and Kohlberg's stage of development)
3			
SEP	E-4	Professional ethics & obligations: Professional codes of practice	ANA Code of Ethics for Nurses, ICN Code, Medical code of ethics, Patient Bill of Rights, Nightingale Pledge, Medical Professional Oaths, and selected readings. (Codes of ethics assignment)
10			
SEP	E-5	Ethics of Research, Policy & Health Care: a) Micro & Macroallocation, b) Justice: Definitions & Theories, c) Case Management	Selected readings
17			

Presentations & Sharing of case studies begins

SEP E-6 Genetics & Reproductive Issues, Selected Readings
24 Psychological issues, Pain Management,
End of life & Palliative care

Presentations & Sharing of case studies continues

Enjoy Fall Break! [Sept. 30 & Oct. 1]

OCT E-7 Ethics of Nursing Practice Selected Readings
8 **Reflection papers due**
Presentations & Sharing of case studies completed

Part II: Theoretical Foundations of Nursing

Refer to discussion questions as provided.

OCT T-1 1. Philosophy of nursing; values Discuss sources of professional values and philosophy. How are personal
15 and group/nursing values similar and different?
Post online in "Assignments" area your personal **philosophy of nursing**. This is satisfactory when you have written your philosophy statement using questions provided in the Assignments area on: nursing, person, environment, and health. (Refer to formatting guidelines in syllabus.)

2. Theory in practice

Readings: a) Ellis (1969), b) Ellis (1981), c) Hardy, Titchen, Manley, & McCormack (2006)

3. Development of Nursing as a Science

Reading: Alligood and Tomey (2010, chapters 2,3)

Small group discussions; rotate group facilitator each week. Refer to class date & questions in syllabus.

-For what practices are you most proud?

-For what practices are you most rewarded in practice? By whom?

-For what practices do you think you should be rewarded?

NEXT WEEK - 12:30-3 pm, OCT. 22. Dottie Hussain Distinguished Lectureship. Lunch provided, CB1000A/B

ALL students are expected to attend.

OCT 22 **ATTEND Dottie Hussain Distinguished Lectureship. 12:30-3 pm. Lunch provided, CB1000A/B. ALL students are expected to attend. See assignments for Oct. 22 below.**

OCT 22 **T-2 Post online in the Discussion Area, Best of Nursing Story.** This "story" is a personal reflection on a past experience you had with a patient that you think represents the best of nursing. [NOTE: Remove or camouflage all identifiers - HIPPA!] This is required, but ungraded to help you think about what you value about nursing. Completed as described = S (Please respond to at least one peer's story online.)

1. Guidelines for analysis & evaluation of frameworks: online discussion of questions. Self-study,

Review guidelines for the theory presentations. Post online in the Discussion Area, under "Theory Presentation Questions" *at least one question* about the class presentation.

2. Nursing history: Nightingale's Foundations of Nursing by faculty

Reading: Alligood and Tomey, 2010, chapter 1, Intro. to Nursing Theory

View online presentation of Nightingale as history and example

Refer to guidelines for theory presentation in syllabus during presentation. Ask questions. Respond to discussion questions.

3. Presentation Groups

Initiate group planning. A) Send to faculty who you are working with for the theory presentation and 1st and 2nd choices of theorist. B) Identify tentative areas of responsibility by next week. C) Review "Recommended Nursing Theory Resources" and Web Resources for Nursing Theory for potential resources for group presentations.

OCT 29 T-3 1. Application of theory to research

Read one of these. a) Baken and Akyol (2007), b) Baker and Denyes (2008), c) Dobratz (2004), d) Ehrenberger, Alligood, Thomas, Wallace, and Licavoli (2002), or e) Endo, Miyahara, Suzuki, and Ohmasa (2005)

2. Critique of theory & its usefulness

Readings: a) Watson (2005) [Guest Editorial.], **and**

b1) Bring in news item on patient-centered care, **or**

b2) "New Nursing Care Model Puts Patients, Family in Center of Care," available <http://www.endonurse.com/hotnews/new-nursing-care-model.html>

NOV 5 T-4 1. Nursing theory and nursing science

Readings: a) Arslanian-Engoren, Hicks, Whall, and Algase (2005), b) Cody (2002a), & c) Northrup, Tschanz, Olynyk, Sakaroff, Szabo, and Biasio (2004)

2. Concepts relevant to the discipline

Readings: a) Mitchell (2002). Learning to practice . . . ; b) Austin (2011)

NOV T-5 Class presentations:

- 12**
- Orem or Roy
 - Rogers
 - Choice from textbook
 - Choice from textbook

*Participate in interaction activities as directed by presentation group. **(If absent,** write a paragraph about the major nursing focus for each of the theories presented and turn in the next class or via e-mail attachment.)

19 T-6 Class presentations:

- Watson **or** Newman
- Choice from textbook
- Choice from textbook
- Choice from textbook

*Participate in interaction activities as directed by presentation group. **(If absent,** write a paragraph about the major nursing focus for each of the theories presented and turn in the next class or via e-mail attachment.)

NOV T-7 1. Implemented theory-based practice

26

Readings:

ALL: Jasovsky, Morrow, Clementi, and Hindle (2010)

Read about one of these projects, as assigned:

Project 1:

- Bournes (2006) *And* Bournes And Ferguson-Paré (2007), *Or* Mitchell, Bournes, And Hollett (2006)
- Mitchell, Bournes, And Hollett (2006)

Project 2: Bulfin (2005)

Project 3: Flanagan (2009)

NP Practice: Musker (2011)

2. Theory-based documentation

Readings: a) Baumann (2004); b) Karkkainen and Eriksson (2004); c) von Krogh, Dale, & Naden (2005)

DEC T-8 1. Conclusions about theoretical base for nursing.

3

Share *two of your conclusions with in-depth supporting ideas and examples from at least two of these articles.*

Readings:

- Cody (2003) "Nursing. . . "
- Mitchell (2001) "Prescription"
- Newman, Smith, Pharris, and Jones (2008)
- McCrae (2010)
- Austin (2011)

2. Concepts central to primary disciplinary
focus vs. *complementary* field

Readings:

a) Karnick (2011) **and** Palardy & March (2011); **or** (b) Ingram (2009)

Plus one of these:

(1) Anderberg, Lepp, Berglund, and Segesten (2007), or (2) Bonis (2009), or (3) Cohen (2009), or (4) Coetzee and Klopper (2010), or (5) Coventry (2006), or (6) Shipley (2010), or (7) Weaver, Morse, and Mitcham (2008)

3. Use of Language

Readings: Alex (2012), Knowles and Bridge (2007) TBA
