

**THE UNIVERSITY OF TEXAS AT TYLER
COLLEGE OF NURSING**

**NURS 4334
ISSUES IN PROFESSIONAL PRACTICE
SYLLABUS**

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Spring 2009

Monday 9am-11:50am

**NURS 4334 - Issues in Professional Practice
CLASS SCHEDULE
SPRING 2009**

DATE	UNIT	TOPIC
1/12/09	Unit 1	Introduction to Course Concepts of Human Caring
1/19/09	Martin Luther King Holiday	
1/26/09	Unit 2	Legal Issues
2/2/09	Unit 3	Ethical Principles and Theories
2/9/09	Unit 4	Values Clarification and Development
2/16/09	Unit 5	EXAM 1 Ethical Decision Making
2/23/09	Unit 6	Economic Issues
3/2/09	Unit 7	Issues Related to Technology Self-Determination Issues
3/9/09	Spring Break	
3/16/09	Unit 8	ETHICS PAPER DUE AT 9AM Trans-cultural and Spiritual Issues
3/23/09	Unit 9	EXAM 2 Professional & Relationship Issues Scholarship Issues
3/30/09	Unit 10	Social and Gender Relat Issues Empowerment for Patients and Nurses
4/6/09	Unit 11	Global Consciousness in the 21 st Century
4/13/09	Unit 12	Health Policy Issues
4/20/09	Unit 13	Nurse Practice Act
4/27/09	QUIZ 3	
5/4/09	NO CLASS	

All lecture outlines with supplementary material are found under the Lectures button in Blackboard. Bring material to class and be prepared for discussion

The content of this syllabus/WEB site is subject to change at the discretion of the faculty leaders according to current learning needs.

TITLE

NURS 4334: Issues in Professional Practice

SEMESTER CREDIT HOURS

Three (3) hours didactic

PREREQUISITES

Successful completion of all courses through Semester III for generic and LVN students.

COURSE DESCRIPTION

The student will analyze theoretical and pragmatic legal-ethical issues regarding professional nursing and health care. Emphasis is on an understanding of the nurse as a professional who embraces lifelong learning, incorporates professionalism into practice and internalizes the values of the profession.

COURSE OBJECTIVES

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

1. Appraise health care issues through utilization of the processes of critical thinking and interpersonal caring.
2. Utilize nursing knowledge and decision-making process to address contemporary issues and problems in health care.
3. Analyze the level of self-knowledge needed to carry out the professional role and leadership skills necessary to delivery of care in a complex society.
4. Apply the skills of self-directed negotiation, planning, goal setting, and implementation in leading and participation in a professional seminar.
5. Synthesize professional standards that support moral/ethical/legal principles.
6. Debate moral/ethical/legal/regulatory issues that impact nursing practice and the health care delivery system.
7. Assume responsibility for continuing professional development.

REQUIRED TEXTS

SYLLABUS: NURS 4334: Spring 2009-- Issues in Professional Practice

TEXTBOOK: Burkhardt, M. A., & Nathaniel, A. K. (2008). *Ethics & issue in contemporary nursing* (3rd ed.). United States: Delmar Thompson Learning.

American Psychological Association. (2008). *Publication manual of the American psychological association* (5th ed.). Washington DC: Author.

American Nurses Association. (2004). *Nursing scope & standards of practice*. Washington DC: Author.

SCANTRONS: The correct scantron for nursing is Form **F-17355-PAR-L** (there are 2 of the same color so make sure you get this one)

American Disabilities Act Statement: UT TYLER COUNSELING CENTER

"If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Support Services Office so that appropriate arrangements can be made. In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor." For more information call or visit the Student Services Center in the University Center, Room 282. The phone number is 903-566-7079. Additional information may also be obtained at the following UT Tyler WEB address:

www.uttyler.edu/disabilityservices

EXAMINATIONS/ASSIGNMENTS AND GRADING POLICY

Completion of NURS 4334 is based on satisfactory attainment of all course criteria. Any student failing to meet the course objectives and expectations must repeat the course and may not progress to the next level and/or meet graduation requirements.

GRADING POLICIES

Completion of NURS 4334 is based on satisfactory attainment of meeting the course objectives. Any student failing to meet the course objectives and expectations must repeat the course.

1. **THE SIMPLE AVERAGE OF THE EXAM AND ISSUES PAPER GRADES, BEFORE WEIGHTED CALCULATION IS PERFORMED, MUST BE 75 OR ABOVE TO PASS THE COURSE. AN AVERAGE OF 74.5 - 74.9 WILL NOT BE ROUNDED TO 75.**
2. Students with an exam and issues paper average of 75 or higher will have the course grades calculated based on the weighted calculation of the exams and other required work. The values are:
Exams: (3 @ 25% each) = 75%
Participation - Ethical Issue Paper- 25%
3. Grades will be assigned according to the following scale:
A 90 -100
B 80-89
C 75-79
D 60-74
F 60 and below

(Approved Faculty Organization: Fall 1999, implemented Spring 2000)

Grade Replacement Policy

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) course repeats during his/her career at UT Tyler.

Effective Fall 2007- UT Tyler General Catalog

PAPER/ASSIGNMENT RE-GRADING POLICY

Student assignments will not be re-graded, either at the undergraduate level or graduate level. At the instructor's discretion, a draft may be written for review

EXAMINATION AND EXAMINATION REVIEW POLICY

1. Attendance for exams is **mandatory**.
2. If absence for an exam is necessary, the student is responsible for notifying the faculty prior to the Exam with an acceptable reason.
3. Students will be allowed entry to the classroom after an exam has been started ONLY with faculty discretion.
4. Exams will be distributed at the time class is scheduled to begin.
5. **All hats/caps must be removed during exam time. All personal items such as purses, books, backpacks, notebooks and briefcases will be left in the front of the room during testing.**
6. Silence will be enforced during the testing. In order to avoid distraction, **no one will be permitted to leave the room during the testing time.**

7. Make-up exams will only be given at the discretion of the faculty member and may be in a different format than the original exam. **Failure to notify the course faculty of the need to take the exam on an alternate date will result in a grade of 0 for that particular exam.**
8. Exam reviews will be conducted at the discretion of the faculty and may be scheduled with the faculty during office hours and within 10 school days from the return of grades.
9. Any student achieving an exam grade of less than 80% must schedule an appointment with the faculty within 10 days from the return of the exam grades.

ACADEMIC INTEGRITY

1. Students are expected to assume full responsibility for the content and integrity of all academic work submitted as homework and examinations.
2. Students are advised to review the UT Tyler Academic Dishonesty Policy and Academic Integrity Policy in the current College of Nursing Student Handbook and Academic Integrity Policy for UT Tyler students in the Student Guide. These policies are fully endorsed and enforced by the faculty members within the College of Nursing.
3. Plagiarism, cheating and collusion are unacceptable and if found violating any of these standards the student will be disciplined accordingly.
4. The College of Nursing reserves the right to dismiss students from the program for any infraction of a legal, moral, social, or safety nature, pursuant to the procedures detailed in the *Regent's Rules*.

Student Dress Code for the University of Texas, College of Nursing:

A. General

It is the philosophy of the College of Nursing that the student has a responsibility to be neatly groomed and modestly dressed. Appearances should promote good health, safety and general well-being of the student. Clothing should avoid brevity and/or design that are offensive to the dignity and rights of others. School officials have the right and responsibility to counsel with the student or take any other corrective action. Types of clothing (other than those specified in this document) may be worn at the direction of the nursing instructor for special events.

B. Classroom

Casual or every day business wear is recommended. This includes but is not limited to the following: Slacks or skirt; sweater, blouse, and shirt. Jeans as well as conservative shorts (mid-thigh or longer) may be worn, but avoid overly frayed or soiled. Shoes must be worn. See items to be avoided below.

C. Professional Presentations, Ceremonies/ Graduation

Business or dressy day social: suit, dress, dressy separates, jacket, ties, nice fabrics. Dress shoes. Avoid denim, jeans, t-shirt or other casual clothes. For workshops/seminars attended by students, business attire will be worn.

D. Items to be Avoided in all School-related Functions (including but not limited to)

Overly frayed, worn or soiled garments. Costume look, transparent blouses, bare midriff shirts, tank tops, spaghetti straps, muscle shirts, overtly sexual, gang colors or logos, facial or body piercing, obscene slogans or pictures, bedroom wear, short-shorts, short skirts, or clothing that may be offensive to others.

EXPECTATIONS OF STUDENTS IN NURS 4334

1. Participation in the discussions, which involves interaction with faculty and other students in class is required.
2. Students are expected to have read and prepared for discussion and interaction about the content according to the objectives.
3. Students are responsible for all course assignments and content, including announcements posted in Blackboard.
4. Lecture outlines will be posted to Blackboard a minimum of two working days prior to class and will be removed at midnight prior to class.
5. All assignments are to be submitted on the date specified unless prior arrangements have been made with the faculty. **All papers are due at the start of class on the date and time specified.** Late work will only be accepted at the discretion of the faculty.
There will be a 5 point penalty for assignments submitted after the due time unless special permission obtained from faculty.
There will be a 10 point penalty for assignments submitted after the due date unless special permission obtained from faculty.
6. All submitted written material (papers, assignments, examinations, etc.) are the property of the College of Nursing. They will be maintained in an archived file at the College of Nursing.

ETHICAL ISSUE PAPER- grading criteria found on next page

1. The purpose of the Ethical Issue Assignment is to provide the student with the opportunity to explore, discuss and debate an ethical dilemma
2. The student will synthesize additional readings with knowledge gained from the text, journal resources, and lecture outlines to respond and support a stance taken related to the discussion topic.
3. Follow criteria carefully and completely.
4. The APA 5th Edition Manual must be used to format the paper, citations, and references. Headings must be used to clearly identify each criteria element and/or phase or step of the decision-making framework.
5. References must be current (within the last 5 years)
6. Credible WEB sites may be used as a reference but may not be substituted for the required nursing journals.
7. Strongly recommend having the paper reviewed by the writing center prior to submission.
8. Avoid the use of personal pronouns, excessive quoting; use paraphrasing

**NURS 4334
GRADING CRITERIA**

Name _____ Campus: TYL LUC PAL Semester: Spring 2009

Faculty Evaluator _____

Criteria	Possible Pts.	Earned Pts	Faculty Comments
Ethical decision-making process a. Articulate the problem 1. Issue at hand 2. Desired goal b. Gather data 1. Define, discuss and apply conflicting ethical principles 2. Key participants and role 3. Emotional, moral, cultural factors 4. Potential strategies c. Explore strategies 1. Strategies with risks and benefits 2. Legal implications 3. Unacceptable alternatives d. Implement a strategy 1. Discuss strategy implemented (make a collaborative decision) e. Evaluate outcomes 1. Dilemma solved? Base evaluation on strategy implemented 2. Other dilemmas?	60		
Apply a distributive justice theory to scenario, define and discuss the theory	10		
Apply an ethical theory that supports your resolution to the dilemma; define and discuss the theory	10		
General Paper Format: Reflects Baccalaureate level writing			
Current APA format Typing: Margins, headings, page numbers, spacing, quotes, citations, etc. Introductory paragraph- no more than ½ page Conclusion paragraph- no more than ½ page	5		
Style: <u>Grammar</u> : subject/verb agreement, complete sentences, no run-on sentences, etc <u>Mechanics</u> : spelling, punctuation, capitalization, abbreviations, etc	5		
Minimum of 4 journal references; 2 must be nursing journals	8		
Paper length 6-7 pages text, not including cover page and reference page	1		
Grading criteria attached; please submit clean copy	1		
TOTAL	100		

Turn in all articles in the reference list

Unit 1
INTRODUCTION TO COURSE
CONCEPTS OF HUMAN CARING

OBJECTIVES:

1. Review course objectives and requirements, sign Affirmation Form and Request to Audio/Video Tape.
2. Define professional nursing.
3. Review the basic concepts of human caring theory in relation to providing holistic care.
4. Discuss the relationship between moral thinking and the origin of nursing.

ASSIGNMENT:

1. Textbook:
Burkhardt & Nathaniel (2008): Chapter 1
ANA Scope and Standards of Practice
2. Handouts on Blackboard under Unit 4
Human Caring Theory
 1. Caring
 2. The Phenomenological Approach
3. Electronic Reserve: Knight, T. *Holistic Healing: A Lost Art of Nursing*
Values in Clinical Nursing Practice and Caring

Unit 2
LEGAL ISSUES

OBJECTIVES:

1. Differentiate among the major categories of law.
2. Outline the essential elements that must be substantiated to prove malpractice.
3. Differentiate between intentional and unintentional torts in relation to nursing practice.
4. Give examples of how professional nurses can be charged with crimes of public law.
5. Explain how statutory law governs and indirectly influences nursing practice.
6. Summarize methods nurses can use to decrease liability.

ASSIGNMENT:

1. Textbook:
Burkhardt & Nathaniel (2008): Chapter 7
2. Access the WEB site for malpractice case studies and nursing jurisprudence discussions
3. Other assigned readings:
A Legal Nightmare: Denver Nurses Indicted
Held Liable

Unit 3
ETHICAL THEORY AND PRINCIPLES

OBJECTIVES:

1. Analyze selected ethical theories as a basis for ethical decision-making
2. Discuss the ethical principles as they pertain to health care issues.
3. Examine situations in which there is a conflict between two or more ethical principles.
4. Examine the provisions in the *Code for Nurses* as they apply to nursing practice

ASSIGNMENT:

1. Textbook:
Burkhardt & Nathaniel (2008): Chapters 2 & 3
2. Textbook (Appendix A, p 493):
The American Nurses Association (ANA) Code of Ethics for Nurses With Interpretive Statements

Unit 4 VALUES CLARIFICATION AND DEVELOPMENT

OBJECTIVES:

1. Discuss why values clarification is important both personally and professionally.
2. Differentiate between personal and professional values
3. Explain the valuing process
4. Describe methods to work through values conflicts in practice settings.
5. Define essential professional values and behaviors.
6. Analyze the impact of culture on values development
6. Critique models of moral development.
7. Examine how morality relates to the practice of nursing.

ASSIGNMENT:

1. Textbook:
Burkhardt & Nathaniel (2008): Chapters 4 & 5
Posted in Blackboard: American Association of College (AACN) of Nursing Professional Values
2. Additional Reading assignments
Ethical Thoughtfulness and Nursing Competency
Nursing Ethics and Hagar the Horrible
Our Best Ethical and Spiritual Values

Unit 5 ETHICAL DECISION-MAKING

OBJECTIVES:

1. Compare and examine critical thinking and the process of ethical decision-making.
2. Recognize how personal emotions impact ethical decision-making.
3. Apply the ethical decision making process to selected ethical issues.
4. Actively participate in resolution of ethical dilemmas in order to provide comprehensive, holistic care for patients.

ASSIGNMENT:

1. Textbook:
Burkhardt & Nathaniel (2008): Chapter 6
2. *Ethical Decision Making and Nursing*

Unit 6 ECONOMIC ISSUES

1. Examine trends in health care delivery and financing that have emerged in recent history.
2. Discuss current problems in health care economics.
2. Articulate how decisions are based upon ethics and distributive justice.
3. Compare theories of justice and how resources and services are distributed.

ASSIGNMENT:

1. Textbook:
Burkhardt & Nathaniel (2008) Chapter 15

Unit 7
ISSUES RELATED TO TECHNOLOGY
SELF-DETERMINATION ISSUES

OBJECTIVES:

1. Discuss the impact of technology on health care.
2. Outline the issues and dilemmas regarding life, death, and allocation of resources.
3. Display sensitivity and caring when assisting families to resolve dilemmas related to technology.
4. Interpret the legal and ethical implications of the patient's right to make decisions related to healthcare.
5. Explore personal values related to controversial ethical choices.

ASSIGNMENT:

1. Textbook:
Burkhardt & Nathaniel (2008): Chapters 10 & 11
2. Electronic Reserve: *When consent isn't informed enough*
After Schiavo
The babies Doe: Finding middle ground
What you must know about minors and informed consent
It's in the genes
3. Health and Safety Code
4. Texas Informed Consent

Unit 8
TRANSCULTURAL AND SPIRITUAL ISSUES

OBJECTIVES:

1. Decrease the potential of ethical dilemmas by incorporating human caring and critical thinking skills while providing culturally competent holistic care to diverse populations.
2. Discuss how cultural variations impact the nurse's response to provision of care.
3. Discuss the relationship between spirituality and health care beliefs.
4. Describe the nurse's role in providing spiritual care.
5. Recognize the need to identify own spiritual values and potential conflicts with patient's values.

ASSIGNMENT:

1. Textbook:
Burkhardt & Nathaniel (2008): Chapter 18
2. ERES readings:
Our best ethical and spiritual values
Strategies for meeting the needs of each individual patient regardless of background.
When the golden rule does not apply: Starting nurses on the journey toward cultural competence.
Professional, ethical, and legal implications for spiritual care in nursing.
Held iable
Meeting your patient's spiritual needs
Awareness enhances care for Muslim patients
3. Cultural health links:
<http://www.health.qld.gov.au/multicultural/default.asp>
www.diversityrx.org

Unit 9
PROFESSIONAL and RELATIONSHIP ISSUES
SCHOLARSHIP ISSUES

OBJECTIVES:

1. Review the traits of a professional and the professional development process.
2. Explain the relationship between accountability and professional status as well as the mandate for life-long learning and expertise.
3. Integrate nursing roles in structured and unstructured settings and identify potential professional conflicts.
4. Propose solutions to practice setting conflicts that are ethically and legally sensitive.
5. Describe the legal and ethical issues related to academic and clinical settings.
6. Explain the importance of evidence based practice and the role of the nurse researcher in protecting patient rights.

ASSIGNMENT:

1. Assigned reading: Burkhardt & Nathaniel (2008): Chapters 8, 9, & 12

Unit 10
SOCIAL AND GENDER ISSUES
EMPOWERMENT FOR PATIENTS AND NURSES

OBJECTIVES:

1. Discuss ethical issues related to health care of vulnerable populations, such as the poor, the elderly, the homeless, those involved with domestic violence, racial minorities.
2. Identify pros and cons for promoting autonomy for health care decision making among vulnerable populations.
3. Synthesize current research and other relevant information from scientific and humanistic disciplines with nursing theory for application to culturally diverse groups.
4. Identify issues concerning race and gender that impact nursing.
5. Analyze evidence of victim blaming within the health care system.
6. Describe the concepts of power and empowerment.
7. Distinguish between personal and professional empowerment.
8. Discuss the nurse's role as advocate to empower the patient.
9. Discuss factors that promote and inhibit patient empowerment.

ASSIGNMENT:

Textbook:

Burkhardt & Nathaniel (2008): Chapters 16 & 17, 19, 20

Unit 11
GLOBAL CONSCIOUSNESS IN THE 21ST CENTURY

OBJECTIVES:

1. Understand health concerns from a global perspective.
2. Describe the role and ethical responsibility of nursing in addressing local, national, and global environmental issues.
3. Identify specific actions nurses can take to address the concern regarding issues such as disasters, displaced persons, war and violence, toxic chemicals, and other pollutants.
4. Discuss historical events and patterns of health care delivery that have helped to shape Western systems of health care delivery in the United States.
5. Describe trends and challenges of accessibility and financing facing health care delivery systems around the globe.

ASSIGNMENT:

1. Textbook:
Burkhardt & Nathaniel (2008) Chapters 13

Unit 12
HEALTH POLICY ISSUES

OBJECTIVES:

1. Analyze the nurse's role in the political arena.
2. Evaluate political issues encountered in nursing practice.
3. Discuss the role of ethics in policy making.

ASSIGNMENT:

1. Textbook:
Burkhardt & Nathaniel (2008) Chapter 14
2. ERES: Kendig, P. From practice to policy.
3. Access Online Journal of Nursing: Legislative Column
Nursing Interventions Revisited
Obesity: From a Health Issue to a Political and Policy Issue
The Policy and Politics of Continuing Competency

Unit 13
NURSE PRACTICE ACT

1. State the mission of the Board of Nursing
2. Explain the functions of the Board of Nursing.
3. Discuss statutes and rules that protect the title "nurse".
4. List the required information on a name badge.
5. Explain how the Texas Nurse Practice Act governs nursing practice.
6. Analyze sections of the NPA and discuss purpose and functions.

ASSIGNMENT:

BNE Web site: Under Unit 3 in lectures
Components of the Nurse Practice Act to be reviewed for class discussion will be posted in the Unit 13 lecture material

Student Affirmation Form

____ I agree to protect the privacy of faculty, peers, patients, and family members of patients by not inappropriately disclosing confidential information about faculty, peers, patients or their family members that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. In addition, I agree not to inappropriately disclose confidential information about any agency or institution that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. I will adhere to HIPAA guidelines.

____ I have/will read the syllabus of this nursing course I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average on exams must be 75 or higher in order to attain a passing grade for the course.

____ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the American Nurses Association (ANA) Code of Ethics for Nurses, the Texas Nurse Practice Act and UTT's Student Academic Dishonesty Policy.

____ I will maintain and uphold the academic integrity policy of the College of Nursing and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

____ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment in the College of Nursing

____ I will not accept or access any unauthorized information related to any exam administered during my enrollment in the College of Nursing.

____ I will sign only my own papers and other documents and will not sign any other student's name to anything, including class rolls.

____ I will not allow any other student access to any of my paperwork for the purpose of copying.

Student Signature

Date

Printed Student Name

NURS 4334
Course

APPROVED:
University of Texas System-Spring 1996
Faculty Organization-Spring 1996
Revised: May 2004, Summer 2005

Any student wishing to record a class must sign this agreement no later than the second week of classes each semester. An agreement must be signed for each course every semester.

**COLLEGE OF NURSING
THE UNIVERSITY OF TEXAS AT TYLER**

AUDIO/VIDEO-RECORDING AGREEMENT

I have been given permission to record the following class, **NURS 4334**. I understand that, the recordings are for **my personal studies only**. I realize that lectures recorded **may not be shared** with other people without the written consent of the faculty member. I also understand that recorded lectures may not be used in any way against the faculty member, other lecturer, or students whose classroom comments are recorded as part of the class activity.

I am aware that the information contained in the recorded lectures is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer. I agree to abide by these guidelines with regard to any lectures I record while enrolled as a student at The University of Texas at Tyler.

Due to the confidential nature of some course content, I agree to provide written documentation of the erasure of any recordings made during the current semester. Failure to return this written documentation to the faculty by the date of the final examination will result in a grade of "I" (Incomplete).

Print Student Name

Date

NURS 4334

Signature of Student

I have erased all recordings made during this current semester in NURS 4334

Signature of Student

Date