

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

**NURS 4234 ISSUES IN PROFESSIONAL PRACTICE
Fall 2015 Syllabus
Palestine Campus**

PATSS course meeting online and in the classroom

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Monday 11:00-12:45

NURS 4234 Issues in Professional Practice

SEMESTER CREDIT HOURS

Two didactic hours

PREREQUISITES

Successful completion of all third level courses for generic and LVN students

COURSE DESCRIPTION

This course synthesizes the ethical/legal concepts related to the roles of the registered nurse. Emphasis is on professional values and value-based behaviors as a member of the profession.

COURSE STUDENT LEARNING OUTCOMES

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

1. Assume responsibility for continuing professional development.
2. Analyze the level of self-knowledge needed to carry out the professional role and leadership skills necessary to the delivery of care in a complex society.
3. Utilize nursing knowledge and the decision making processes derived from evidenced based research findings to address contemporary issues and problems in health care.
4. Debate moral/ethical/legal/regulatory issues that impact nursing practice and the health care delivery system.
5. Describe the impact of health policy, finances, and regulatory agencies on the delivery of healthcare.
6. Appraise health care issues through utilization of the processes of critical thinking and interpersonal caring to diverse populations across the lifespan.
7. Synthesize professional standards that support moral/ethical/legal principles in response to global health care needs.
8. Integrate knowledge, skills and attitudes to address nursing practice issues that reflect ethical decision making.

REQUIRED TEXTS

Burkhardt, M. A., & Nathaniel, A. K. (2014). *Ethics & issues in contemporary nursing* (4th ed.). Stamford, CT: Cengage Learning. (ISBN: 978-1-1331-2916-5)

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

Recommended:

American Nurses Association. (2015). *Code of ethics for nurses with interpretative statements*. Silver Spring, MD: Author.

American Nurses Association. (2010). *Nursing: Scope and standards of practice* (2nd ed.). Silver Spring, MD: Author.

ATTENDANCE

Attendance during lecture is a professional expectation and will be monitored by course faculty. Refer to the university catalog for the policy regarding student attendance and possible student consequences. Students are responsible for all course assignments and content covered in class including announcements.

UNIVERSITY POLICIES

University policies regarding students' rights and responsibilities, absence for religious observance, absence for university-supported trips, services to students with disabilities, grade replacement, state-mandated course drop policy, social security and privacy, and emergency evacuation may be found at <http://www.utt Tyler.edu/academicaffairs/syllabuspolicies.pdf> and University Student Handbook: <http://www2.utt Tyler.edu/mopp/>

Disability Statement

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria apply to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to: cstaples@utt Tyler.edu. Additional information may also be obtained at the following UT Tyler WEB address: www.utt Tyler.edu/disabilityservices

EXAMINATIONS/ASSIGNMENTS AND GRADING POLICY:

Completion of NURS 4234 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.

1. **Course Grade Calculation:** Students will have course grades calculated based on the weighted calculation of exams and other required course work. The weighted calculation must be 75% or above to pass the course.

Exam 1	20%
Exam 2	20%
Exam 3	20%
Ethics Analysis Paper	20%
Participation Grade	10%
Legal Assignment; Cultural Certification	10%
(each worth 50 points for a total of 100 points)	

2. **Participation Grade:** During the modules, participation assignments may be assigned and your participation is required for these activities. The average of these grades will make up the participation grade for the course. **Participation grades may not be made up.**
3. **Assignments:** See Class Schedule for Ethics Analysis Paper, Legal Assignment, and Cultural Competency Certification due dates/times. See Blackboard for specific information and requirements for assignments. **Assignments must be submitted on time to avoid late points.** **Evidence of plagiarism on any submitted assignment may result in failure of the course and/or removal from the nursing program.** See Scholastic Conduct and Discipline Policy in the current School of Nursing (SON) [Guide for Baccalaureate Students, pp. 44-46](#)
4. **Extra Credit:** Students will have an opportunity to earn two (2) extra points added to their final course grade for participating in the University's Academy of Collegiate Ethics (ACE) event on

October 22, 2015. See Blackboard for specific information.

5. Final course grades will be assigned according to the following scale: (an average of 74.5 - 74.9 will not be rounded to 75)

A	90 -100
B	80-89
C	75-79
D	60-74
F	59 and below

Approved FO: Fall 1999

PAPER/ASSIGNMENT RE-GRADING POLICY

Student assignments will not be re-graded.

GRADE REPLACEMENT POLICY

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the Office of the Registrar by the **Census Date** (see [Academic Calendar](#) for date) of the semester in which the course will be repeated. Failure to file intent to use grade forgiveness will result in both the original and repeated grade being used to calculate overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

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 faculty prior to the exam with an acceptable reason.
3. Exams will be made available at the time the exam is scheduled to begin. Students will be allowed entry to the computer lab after an exam has been started **ONLY** with faculty discretion.
4. All hats/caps must be removed during exam time. No hoods may be pulled up over head during exams. All personal items such as purses, books, backpacks, notebooks and briefcases will be left in the front of the room during testing.
5. Silence will be enforced during the testing. In order to avoid distraction, no one will be permitted to leave the room until testing is completed.
6. **Make-up exams** will only be given at the discretion of faculty and **will be in a different format than the original exam.** Failure to notify faculty of the need to take the exam on an alternate date will result in a grade of 0 for that particular exam.
7. Exam reviews will be conducted at the discretion of faculty and may be scheduled with faculty during office hours within 10 school days from the return of exam grades.

ACADEMIC INTEGRITY

1. Students are expected to assume full responsibility for the content and integrity of all academic work submitted as assignments and examinations.
2. Students are advised to review the Scholastic Conduct and Discipline Policy in the current SON [Guide for Baccalaureate Students](#) and [UT Tyler Student Conduct and Discipline Policy](#). These policies are fully endorsed and enforced by all faculty members within the School of Nursing.
3. Plagiarism, cheating and collusion are unacceptable and if found violating any of these standards the student will be disciplined accordingly (see *Guide for Baccalaureate Students* for definitions).
4. The SON has 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*.

EXPECTATIONS OF STUDENTS IN NURS 4234

1. Participation in class discussions, which involves interaction with faculty and other students in class, is required.
2. Students are expected to have read the content and be prepared for discussion prior to class according to the stated unit learning outcomes.
3. Students are responsible for all course assignments and content, including announcements, posted to Blackboard.
4. Lecture outlines will be posted to Blackboard no later than Tuesday, 12 pm, the week prior to class.
5. Specific information and requirements for the Ethics Analysis Paper and other course assignments will be posted to Blackboard.
6. Assignments are due on Fridays by 1159pm and will be graded and returned within 7 days.
7. **Late assignments** will only be accepted at the discretion of 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 each day for assignments submitted after the due date unless special permission obtained from faculty.
8. All submitted written material (papers, assignments, examinations, etc.) are the property of the School of Nursing.
9. All nursing students are required to use their student Patriot email accounts for all correspondence.

STUDENT DRESS CODE

General: It is the philosophy of the SON 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.

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 items. Shoes must be worn. See items to be avoided below.

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

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 styles, 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.

If the dress code rules are broken and a change of clothes is not available, the student may be removed from the school-related function for the remainder of the day. **Appropriate disciplinary action will be taken for repeated violations of this code.**

Revised: Spring 2011

FORMS TO BE READ, SIGNED AND SUBMITTED

1. **Student Affirmation Form – please access on Bb under Assignments tab**

Each line must be initialed and the form signed and dated for each course every semester. The completed form is submitted to Blackboard.

2. Confidentiality and Privacy Form – please access on Bb under Assignments tab

The form must be signed and dated for each course every semester. The completed form is submitted to Blackboard.

3. Audio/Video-Recording Agreement - see p. 12

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. Due to the confidential nature of some course content, the student will 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).

UNIT STUDENT LEARNING OUTCOMES

**Unit 1
INTRODUCTION TO COURSE
ETHICAL THEORY AND PRINCIPLES**

OBJECTIVES:

1. Review course objectives and requirements as outlined in course syllabus.
2. Discuss the ethical principles as they pertain to health care issues.
3. Analyze selected ethical theories as a basis for ethical decision-making.
4. Examine situations in which there is a conflict between two or more ethical principles.
5. Examine the provisions in the *ANA Code of Ethics for Nurses (2001)* as they apply to nursing practice.

ASSIGNMENT:

1. Textbook: Burkhardt & Nathaniel (2014): Chapters 2 & 3
2. American Nurses Association. (2001). *ANA Code of Ethics for Nurses with Interpretive Statements*. <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/Tools-You-Need/Code-of-Ethics.pdf>
3. American Nurses Association. (2010). *Nursing: Scope and standards of practice* (2nd ed.). Silver Spring, MD: Author
4. Bb postings

EVALUATION: Exam 1

**Unit 2
VALUES AND MORAL 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.
7. Critique models of moral development.
8. Examine how morality relates to the practice of nursing.

ASSIGNMENT:

1. Textbook: Burkhardt & Nathaniel (2014): Chapters 4 & 5
2. American Association of College (AACN) of Nursing Professional Values

3. Bb postings

EVALUATION: Exam 1

Unit 3 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. Differentiate among the various types of moral problems.
5. Submit a written assignment that presents resolution of ethical dilemma.

ASSIGNMENT:

1. Textbook: Burkhardt & Nathaniel (2014): Chapter 7
2. Bb postings
3. Ethics Analysis Paper - see Bb for details

EVALUATION: Exam 1, Ethics Analysis Paper Assignment

Unit 4 ECONOMIC ISSUES

OBJECTIVES:

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

ASSIGNMENT:

1. Textbook: Burkhardt & Nathaniel (2014): Chapter 15
2. Bb postings

EVALUATION: Exam 1

Unit 5 SOCIAL AND GENDER RELATED ISSUES

OBJECTIVES:

1. Synthesize current research and other relevant information from scientific and humanistic disciplines with nursing theory for application to culturally diverse groups.
2. Identify issues concerning race and gender that impact nursing.
3. Analyze evidence of victim blaming within the health care system.
4. 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.
5. Identify pros and cons for promoting autonomy for health care decision making among vulnerable populations.

ASSIGNMENT:

1. Textbook: Burkhardt & Nathaniel (2014): Chapters 16 &17
2. Bb postings

EVALUATION: Exam 2**Unit 5 (cont.)
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 (2014): Chapter 18
2. Bb postings
3. Cultural Competency Certification – see Bb for details

EVALUATION: Exam 2, Cultural Competency Certification

**Unit 6
ISSUES RELATED TO TECHNOLOGY****OBJECTIVES:**

1. Analyze the impact of technology on health care.
2. Relate current technology to issues and dilemmas in life-sustaining interventions.
3. Display sensitivity and caring when assisting families to resolve dilemmas related to technology.
4. Apply beneficence and non-maleficence to decisions about technology.
5. Explore personal values related to controversial ethical choices.

ASSIGNMENT:

1. Textbook: Burkhardt & Nathaniel (2014): Chapter 10
2. Bb postings

EVALUATION: Exam 2

**Unit 6 (cont.)
SELF-DETERMINATION****OBJECTIVES:**

1. Analyze autonomy and paternalism as they relate to patient self-determination.
2. Describe factors that may threaten autonomy in health care settings and situations in which autonomy may be limited.
3. Outline the issues and dilemmas regarding life, death, and allocation of resources.
4. Appraise the nursing role and responsibilities related to informed consent, which reflects both sensitivity and caring characteristics.
5. Interpret the legal and ethical implications of the patient's right to make decisions related to healthcare.

ASSIGNMENT:

1. Textbook: Burkhardt & Nathaniel (2014): Chapter 11
2. Bb postings

EVALUATION: Exam 2

Unit 7
PROFESSIONAL RELATIONSHIPS AND 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.

ASSIGNMENT:

1. Textbook: Burkhardt & Nathaniel (2014): Chapters 6, 9, & 12
2. Bb postings

EVALUATION: Exam 2

Unit 8
EMPOWERMENT FOR NURSES AND PATIENTS

OBJECTIVES:

1. Describe the concepts of power and empowerment.
2. Distinguish between personal and professional empowerment.
3. Discuss the nurse's role as advocate to empower the patient.
4. Discuss factors that promote and inhibit patient empowerment.

ASSIGNMENT:

1. Textbook: Burkhardt & Nathaniel (2014): Chapters 19 & 20
2. Bb postings

EVALUATION: Exam 3

Unit 8 (cont.)
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 health care delivery systems around the globe.

ASSIGNMENT:

1. Textbook: Burkhardt & Nathaniel (2014): Chapter 13
2. Bb postings

EVALUATION: Exam 3

**Unit 9
HEALTH POLICY**

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 (2014): Chapter 14
2. Bb postings

EVALUATION: Exam 3

**Unit 10
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 criminal and civil 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 (2014): Chapter 8
2. Bb postings
3. Legal Assignment – see Bb for details

EVALUATION: Exam 3, Legal Assignment

**Unit 11
NURSING JURISPRUDENCE**

OBJECTIVES:

1. State the Mission of the Texas Board of Nursing.
2. Analyze the functions of the Board of Nursing.
3. Interpret statutes and rules that protect the title "nurse".
4. Analyze how the Texas Nurse Practice Act governs nursing practice.
5. Analyze sections of the Nurse Practice Act and discuss its purpose and functions.

ASSIGNMENT:

1. Bb postings

EVALUATION: Exam 3