Course Number and Title: GNUR 361 Nursing Ethics
Number of Credits: 3 semester hours

Meeting Schedule: This is an online course. Assignments and due dates can be found in the Course Schedule.

Faculty: Dr. Beverly Kopala (bkopala@luc.edu)

Faculty Contact Information: Office hours are online and by appointment. While email is preferred, if you wish to leave a message for me, you can call (773) 508-2896. Please leave a phone number so that I can return your call.

Prerequisites: None
Corequisites: None

Course Description: This course offers students, as future health care professionals and as health care recipients, opportunities to think philosophically, demonstrate ethical awareness, do ethical reflection, and apply ethical principles in decision-making. Students examine personal, professional, institutional, and societal values as they develop their ethics knowledge base. They identify and examine significant philosophical approaches to moral reasoning and engage in the process of ethical decision making about dilemmas encountered in health care settings. Students become increasingly aware of the linkages between philosophical views, ethics and practice. They are challenged to identify and reflect on the underlying philosophical assumptions and implications of their choices and to appreciate nursing as a moral practice. Students will recognize the personal and interpersonal tensions inherent in the delivery of health care to individuals with conflicting philosophic views. Selected ethical issues in health care delivery are addressed and students are encouraged to discuss ethical issues encountered in the clinical setting. A special emphasis is placed on justice and healthcare issues faced by members of diverse, vulnerable populations.

Learning Outcomes:

1. Discuss moral development across the lifespan.
2. Describe the impact of personal, professional, institutional and societal values on ethical decision-making.
3. Discuss several significant philosophical approaches to moral reasoning (rules, rights, value-maximizing and virtue), including strengths and limitations of each.
4. Use critical thinking skills when applying philosophical theories and approaches to reasoning about cases/situations posing ethical dilemmas, and provide a morally defensible justification for positions taken and fair and reasonable evaluations of alternative positions (an ethical decision-making framework is used to guide case analyses).
5. Explore the ways in which cultural differences, and individual philosophic views, affect ethical decision-making.
6. Examine selected ethical issues arising in the delivery of health care (including end of life care, genetic advancements, organ allocation, etc.).
7. Explore the impact of alternative conceptions of distributive justice as applied to access and allocation of scarce medical resources.
8. Discuss the health care professionals’ responsibilities in minimizing the negative impact of health care delivery on the environment.
9. Identify and use resources to guide the moral practice of nursing (e.g., ANA Code of Ethics for Nurses).

**Teaching methods:** This is an online course. Course materials are available on sakai.

**Evaluation:**
- 15% Moral Reasoning (Paper 1)
- 15% Advance Directive Paper (Paper 2)
- 15% Discussion Board – Countering Discrimination
- 15% Group Case Analysis – (Peer Evaluation also required)
- 10% 5 Reflect and Respond Items – (2% each) nursery rhyme lyrics, organizational culture, genetics questions, allocation decisions, moral practice
- 10% Knowledge Check #1 (Modules 1 & 2)
- 10% Knowledge Check #2 (Modules 3 & 4)
- 10% Knowledge Check #3 (Module 5)

**Required course materials:**
Selected documents, articles and website materials

**Grading Scale**
- A 94-100
- A- 92-93
- B+ 89-91
- B 86-88
- B- 84-85
- C+ 80-83
- C 77-79
- C- 75-76
- D+ 72-74
- D 69-71
- F 68 and below

**Course Evaluation Expectation:** It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement.

The IDEA course feedback system is based on student ratings of their individual learning during a course. A key part of the IDEA system is students offering their rating on the progress they made on learning objectives, using a scale that ranges from “no apparent progress” to “exceptional progress.” The decision to have the IDEA system open for student input during the last two weeks of the class is based, in part, on this foundation. In these last couple of weeks of a course, enough of the course has been completed so that students should be able to accurately gauge the progress they have made on the key learning objectives of the course.
**Academic integrity statement:** Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. (See links below)

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml (Undergraduate)

http://www.luc.edu/media/lucedu/nursing/pdfs/UndergraduateHandbook.pdf (School of Nursing)

**Assignments Policy:**

Unless otherwise announced, all **written assignments** must be posted in Sakai by the due date/time indicated on the course schedule. Sakai provides a date and time stamp for all posted materials. Seven (7) points will be deducted from your grade **per 24 hour period** for each assignment posted after its due date/time.

All **Knowledge Checks** must be posted in Sakai by the due date/time indicated on the course schedule. **Knowledge Checks not submitted by the due date/time will receive a zero (0).**

If there are exceptional circumstances (beyond your control), an alternative due date can be worked out with the instructor on an individual basis. It is your responsibility to contact the instructor to request an extension and provide a rationale for the request **before** the assignment is due.

**Course Materials Use Policy**

The materials on this course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

2-4-14