Credit Hours: 3 credit hours
Room: eCampus
Schedule: Online

Course Instructor:
Office Phone: 541-322-xxxx
E-Mail: xxxxx.xxxxx@osucascades.edu
Office Hours:

COURSE DESCRIPTION:
Overview of the impact of the aging population on health care. Common ethical dilemmas encountered in health care will be explored. Application of ethical principles to the complicated situations encountered by inter-professional teams, with special consideration of those related to end-of-life care for the professional nurse.

Prerequisites: Acceptance in the RN to BSN Program
Co-requisites: None

LEARNING RESOURCES:
2. Internet access to our Canvas site at: https://oregonstate.instructure.com
3. Online library access and other online resources to access supplemental readings

STUDENT LEARNING OUTCOMES:
Upon completion of this class, students in NUR 421 will be able to:
1. Recognize the nature and scope of the health professional’s moral agency.
2. Increase knowledge and understanding of the ethical dimensions of interprofessional practice.
3. Discuss ethical decision making models.
4. Use ethics theories and approaches to systematically address ethical challenges.
5. Analyze the impact of aging on health care and nursing practice.
6. Reflect on aging and end of life issues using appreciative inquiry.

PROGRAM COMPETENCIES IN NURSING:
Upon satisfactory completion of the degree in Nursing, the students will have met the program competencies found at http://health.oregonstate.edu/degrees/competencies

COURSE CONTENT: Topics covered will include:
1. Health care priorities with aging
2. Aging nursing workforce
3. Ethical decision-making and practice
4. Ethical issues in society and relationships
5. Ethical issues related to end of life
EVALUATION OF STUDENT PERFORMANCE:

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<th>Evaluation Item</th>
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<tr>
<td>Appreciative Inquiry Journal (Weeks 1-8)</td>
<td>25 pts</td>
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<tr>
<td>Call to Action Paper</td>
<td>15 pts</td>
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<tr>
<td>Ethical Decision-Making Case Study Paper</td>
<td>20 pts</td>
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<tr>
<td>Ethics Grand Rounds Presentation</td>
<td>10 pts</td>
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<tr>
<td>Participation in Discussion (3 pts per week)</td>
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<td><strong>Total</strong></td>
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Grading Standard: 100 points possible

- **A** 93-100%
- **A-** 90-92%
- **B+** 87-89%
- **B** 83-86%
- **B-** 80-82%
- **C+** 77-79%
- **C** 73-76%
- **C-** 70-72%
- **D+** 67-69%
- **D** 63-66%
- **D-** 60-62%
- **F** 0-59%

Description of Evaluation Items

**Appreciative Inquiry Journal (Weeks 1-8). Due Week 9.**
Journal weekly about strengths and opportunities you encounter, actions and ideas you admire, and dreams and desires for your own interprofessional practice as you reflect on aging and end of life. Share your journal intermittently with your professor and your favorite entry with your class colleagues Week 9.

**Call to Action Paper. Due Week 5.**
Write a 3-4 page paper addressing one of the Call to Action challenges posed in the CDC (2013) report State of Aging and Health in America. Explore the issue and propose an action plan.

**Ethical Decision-Making Case Study Paper. Due Week 7.**
Write a 5-7 page paper describing a hypothetical case study requiring ethical decision making, using the 6-step process described in the textbook.

**Ethics Grand Rounds Presentation. Due Week 10.**
Prepare an 8-10 PowerPoint slide presentation to share your case study in Ethics Grand Rounds. Include 2 critical thinking questions to generate a discussion among your class colleagues. Submit your draft presentation and critical thinking questions to your professor for feedback Week 8. Present your case during Ethics Grand Rounds Week 10.

**Participation in Discussion – Ongoing every week**
**Discussion question response:** Post a 150 – 200-word substantive response to the discussion question(s) posed by the due date. A substantive response needs to include the rationale for your answer as well as how it can be applied to practice. The substantive response needs to be supported by the readings for the week and/or your practice experience. Include examples if relevant.

**Participation:** Post substantive responses to at least two classmates discussion question responses. Substantive responses need to demonstrate critical analysis of the classmate’s
posting and a thoughtful response supported by the readings for the week and/or your practice. Comments such as “good idea” or “I agree” do not constitute a substantive response.

**DIVERSITY STATEMENT**
The College of Public Health and Human Sciences strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

**EXPECTATIONS FOR STUDENT CONDUCT**
The Student Conduct Code establishes community standards and procedures necessary to maintain and protect an environment conducive to learning, in keeping with the educational objectives of Oregon State University. This code is based on the assumption that all persons must treat one another with dignity and respect in order for scholarship to thrive. For the full Student Conduct Code see [http://oregonstate.edu/studentconduct/](http://oregonstate.edu/studentconduct/)

Academic or Scholarly Dishonesty is prohibited and considered a serious violation of the Student Conduct Code. It is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student’s own efforts or the efforts of another. For specifics related to offenses proscribed by the University see: [http://oregonstate.edu/studentconduct/offenses-0](http://oregonstate.edu/studentconduct/offenses-0).

**RELIGIOUS HOLIDAY STATEMENT**
Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

**STUDENTS WITH DOCUMENTED DISABILITIES**
“Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at [http://ds.oregonstate.edu](http://ds.oregonstate.edu).

DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.”

**OSU-CASCADES ETHOS STATEMENT**
The guiding vision of OSU-Cascades is to contribute significantly to intellectual, cultural, ecological, social and economic vitality. To achieve that goal, the OSU-Cascades community will strive to model principles and practices of a thriving, equitable and sustainable society. A culture of learning and exploration provides significant rewards to its members; those rewards are best achieved when all community members (faculty, staff, administrators, students and Board of Advisors) strive to honor the following principles:

1. Respect the dignity and uniqueness of individuals. This principle applies to a diversity of cultures, belief systems, academic ranks and academic/ professional disciplines.
2. Aspire to excellence and integrity in every endeavor.
3. Consider current and future generations in every deliberation.
4. Demonstrate leadership in service to community.
Course Schedule

Week 1: Health Care Priorities with Aging

Textbook Readings: None

Supplemental Resources:
6. Aging in America: Crisis in long-term care | October 19, 2014 | CBS Sunday Morning | Available at [https://www.youtube.com/watch?v=oLKTThGrAxw](https://www.youtube.com/watch?v=oLKTThGrAxw)

Assignments:
- **Ethics Grand Rounds Presentation**: Collaborate with your professor and class colleagues to identify a block of time in Week 10 for a synchronous class session for Ethics Grand Rounds.
- **Appreciative Inquiry Journal (Weeks 1-8). Due Week 9.**
  Journal weekly about strengths and opportunities you encounter, actions and ideas you admire, and dreams and desires for your own interprofessional practice as you reflect on aging and end of life.
  - **Week 1**: Get acquainted with Appreciative Inquiry through one or more of these resources, then write your first journal entry reflecting on this week’s learning.
    - AI Commons at [https://appreciativeinquiry.champlain.edu/learn/appreciative-inquiry-introduction/](https://appreciativeinquiry.champlain.edu/learn/appreciative-inquiry-introduction/)
    - Jon Townsin’s introduction to appreciative inquiry at [https://www.youtube.com/watch?v=QzW22wwh1J4](https://www.youtube.com/watch?v=QzW22wwh1J4)
  - **Week 3**: Share your journal with your professor.
  - **Week 6**: Share your journal with your professor.
  - **Week 9**: Select your favorite journal entry to share with your class colleagues. Post your journal entry to your class discussion board. Comment on your colleagues’ journal postings.
- **Call to Action Paper. Due Week 5.**
  Write a 3-4 page paper addressing one of the Call to Action challenges posed in the CDC (2013) report *The State of Aging and Health in America*. Explore the issue and propose an action plan.
  - Identify the selected Call to Action challenge.
  - Explore the challenge in the literature, identifying a minimum of 4 professional references to support the paper.
Identify best practices (if available)
Develop an action plan that could be implemented in your community

Discussion Questions:
✓ As the population ages, every aspect of nursing is challenged: acute care, home care, community health, long term care, etc. What are the top three issues you are seeing in your practice related to the aging population?

Week 2: Aging Nursing Workforce

Textbook Readings: None

Supplemental Resources:

Discussion Questions:
✓ After viewing the Harvard School of Public Health’s presentation, what do you see as the priorities for nursing practice with aging nurses?
✓ What has been your experience with the aging nursing workforce in your practice arena?

Week 3: Overview of Ethics

Textbook Readings:
• Chapter 1 Morality and Ethics: What They Are and Why They Matter
• Chapter 2 The Ethical Goal of Professional Practice: A Caring Response

Supplemental Resources:

Assignment:
• Appreciative Inquiry Journal – Share your journal entries 1-3 with your professor
Discussion Questions:

✓ Think about the reflection in your textbook regarding the sources of your moral beliefs. Who or what are 3 sources that have influenced your moral beliefs?
✓ Describe the impact of those beliefs on your nursing practice.

Week 4: Ethical Decision Making

Textbook Readings:

- Chapter 3 Prototypes of Ethical Problems
- Chapter 4 Ethics Theories and Approaches: Conceptual Tool for Ethical Decision Making
- Chapter 5 A Six-Step Process of Ethical Decision Making

Supplemental Resources:


Assignment:

- **Ethical Decision-Making Case Study Paper. Due Week 7.**
  Write a 5–7 page (excluding cover page and reference list) paper describing a hypothetical case study requiring ethical decision making, using the 6-step process described in the textbook.
  - Develop a case study of an ethical dilemma that could happen in your practice arena
  - Discuss why this is an ethical dilemma
  - Identify best practices (if available)
  - Discuss options for making an ethical decision to address the dilemma
  - Identify your analysis of the best ethical outcome based on evidence
  - Include at least 4 professional references to support your paper.

Discussion Questions:

✓ Review the ethical decision making policy in your health care organization.
✓ What do you perceive as the strengths of the policy and opportunities for improvement?

Week 5: Ethical Practice

Textbook Readings:

- Chapter 6 Surviving Professional Life Ethically
- Chapter 7 Living Ethically as a Member of the Interprofessional Care Team
- Chapter 8 Living Ethically Within Health Care Organizations

Supplemental Resources:

2. Health Care in Danger: Why Medical Ethics Matters | May 8, 2014 | International Committee of the Red Cross. Available at [https://www.youtube.com/watch?v=qQfwvEBMiDg](https://www.youtube.com/watch?v=qQfwvEBMiDg)
Assignment:

- **Call to Action Paper:** Submit to your professor.

Discussion Questions:

- What is a recent ethical dilemma that you encountered in your practice?
- Why was it a dilemma and how was it handled?

**Week 6: Ethical Issues in Society**

**Textbook Readings:**

- Chapter 14 Distributive Justice: Clinical Sources of Claims for Health Care
- Chapter 15 Compensatory and Social Justice: Societal Sources of Claims for Health Care
- Chapter 16 Professionals as Good Citizens: Responsibility and Opportunity

**Supplemental Resources:**


**Assignment:**

- **Appreciative Inquiry Journal** – Share your journal entries 4-6 with your professor
- **Ethics Grand Rounds Presentation. Due Week 10.**
  Prepare an 8-10 PowerPoint slide presentation to share your case study in Ethics Grand Rounds. Include 2 critical thinking questions to generate a discussion among your class colleagues.
  - Present the case study of the ethical dilemma, including its challenges and opportunities.
  - Pose 2 critical thinking questions to stimulate discussion of ethical decision making regarding the case study
  - Present the recommended ethical decision and outcome based on best practices
  - **Week 8:** Submit your draft presentation and critical thinking questions to your professor for feedback.
  - **Week 10:** Present your case during Ethics Grand Rounds. Evaluate your class colleagues’ Grand Rounds Presentations (see Additional Resources at the end of the syllabus).

Discussion Questions:

- Review Figure 16-1 Moral Agency in your textbook. What does that figure mean to you?
- How do you as a professional nurse demonstrate good citizenship?

**Week 7: Ethical Issues in Nurse-Patient Relationships**

**Textbook Readings:**

- Chapter 9 Honoring Confidentiality
- Chapter 10 Communication and Information Sharing
- Chapter 11 Informed Consent in Treatment and Clinical Research
Supplemental Resources:

Assignment:
- **Ethical Decision-Making Case Study Paper**: Submit to your professor.

Discussion Questions:
- ✓ Moral distress can occur across nursing practice arenas when the nurse has tough decisions to make that confront his/her values. What experiences have you had with situations that could cause moral distress?
- ✓ How did you deal with those situations?

Week 8: End of Life Issues

Textbook Readings:
- Chapter 12 Ethical Issues in Chronic Care and Disability
- Chapter 13 Ethical Issues in End-of-Life Care

Supplemental Resources:
1. Moral Distress in Delivering End of Life Care - Palliative Care | June 2, 2011 | Canadian Virtual Hospice. Available at https://www.youtube.com/watch?v=xnmNySjwk68&list=PLvSv44_JjYtaJxrsDwQMp0DUeeHrdb6_Z

Assignment:
- **Ethics Grand Rounds Presentation**: Submit draft slides and critical thinking questions to your professor for review.

Discussion Questions:
- ✓ How have your perceptions of end of life nursing care evolved with your practice?
- ✓ Provide an example to support your thoughts.

Week 9: Appreciative Reflections on Aging and End of Life

Textbook Readings: None

Supplemental Resources:
1. Review your class colleagues’ selected journal posts.
Assignment:
- Appreciative Inquiry Journal
  - Select your favorite journal entry to share with your class colleagues. Post your journal entry to your class discussion board.
  - Submit your entire journal (1-8) to your professor.

Discussion Questions:
- Comment on your class colleagues’ journal posts.
- Respond to comments or questions from your class colleagues about your journal post.

Week 10: Ethics Grand Rounds

Textbook Readings: None

Supplemental Resources: None

Assignment:
- Ethics Grand Rounds Presentation
  - Present your case during Ethics Grand Rounds.
  - Evaluate your class colleagues’ Grand Rounds Presentations (see Additional Resources at the end of the syllabus).
  - Submit your PowerPoint slides and evaluation form to your professor.

Discussion Questions:
- Which cases were of most interest to you? Why?
- How will you apply insights you have gained through this course to your nursing practice?
### Additional Resources

#### NUR 420 Aging and End of Life Issues
**Evaluation of Ethics Grand Rounds Presentations**

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The Ethics Grand Rounds case study described the ethical dilemma, its ethical challenges and opportunities, the decision-making process, and the outcome. The critical thinking questions stimulated class discussion.  
(Use the scale: 0 = Not at all, 1, 2, 3, 4, 5 = Completely)  

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