GRAYSON COLLEGE
RN TO BSN
NURSING PROGRAM

LEGAL & ETHICAL CONSIDERATIONS IN NURSING

NURS 4326

GRAYSON COLLEGE
Course Syllabus

Course Information: *NURS 4326, Legal & Ethical Considerations in Nursing,*

Please Note: Due to extenuating circumstances, including public health issues, course and testing delivery methods, instructional schedules, housing contracts, campus procedures and/or operating hours may be altered, interrupted and/or ceased for a limited or extended period of time. Such changes will be posted on the College website

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Professor Contact Information

Alice McEachern, MSN, RN
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Please email for appointment
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Course Pre-requisites, Co-requisites, and/or Other Restrictions

Must have a current, unencumbered RN nursing license in your state of residence.

Course Placement: First semester of the RN to BSN Program. Acceptance into the RN to BSN Program required.

Course Description:
(3-0-3) This course for the registered nurse (RN) synthesizes ethical/legal concepts required for examination of sound decision making in clinical practice and legal responsibility. The focus is on value clarification, application of ethical theory, ethical decision-making models, and professional ethical standards. Emphasis is on ethical obligations of professional nurses in their roles as citizens, members of a profession, providers of care, and designers and managers of care.

End of Program Student Learning Outcomes

1.0   Member of the Profession:

1.1   Demonstrate responsibility and accountability in the quality of care for patients, families, populations and communities.

1.2   Promote the profession of nursing through advocacy and leadership activities.

2.0   Provider of Patient-Centered Care

2.1   Incorporate theoretical knowledge and evidence-based research findings in the coordination of care for patients, families, populations, and communities.

2.2   Synthesize knowledge from comprehensive health assessment data and evidence-based research to provide care for culturally, ethnically, and socially diverse patients, families, populations, and communities

2.3   Develop, implement, and evaluate teaching plans for patients, families, populations, and communities to address health maintenance, health promotion, and risk reduction

2.4   Utilize clinical reasoning, knowledge, evidence-based practice, theoretical foundations, and research findings as basis for decision-making and comprehensive patient care

3.0   Patient Safety Advocate

3.1   Develop goals and outcomes utilizing theoretical knowledge and analysis, research, and evidence-based data to reduce patient and community risks

3.2   Develop and implement measure to promote a quality and safe environment for patients, self, families, communities, and populations

4.0   Member of the Healthcare Team

4.1   Utilize leadership and management principles to assign and/or delegate nursing care to other members of the healthcare team in relationship to patient and organizational need

4.2   Integrate referral needs, cost considerations, confidentiality, efficiency of care, and continuum of care as it relates to patients, families, communities, populations, and the healthcare organization

Course Outcomes

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

1. Value life-long learning to continue professional development. (SLO 1.1)

2. Determine if evidence from research findings is relevant to address ethical and legal issues in health care. (SLO 2.4)

3. Debate moral/ethical/legal/regulatory issues that impact nursing practice and the health care delivery system. (SLO 3.1)

4. Explain the role of the RN when confronted with issues related to health policy, economic impact, and regulatory agencies. (SLO 4.2)

5. Examine the legal and ethical issues of caring for a diverse patient population. (SLO 2.2)

6. Employ professional standards that support the legal and ethical values of the professional nurse to meet global health needs. (SLO 1.1)

7. Develop knowledge, skills, and attitudes that reflects critical thinking related to legal and ethical decision making to provide patient-centered care. (SLO 2.4)

NURS 4326, Legal & Ethical Consideration in Nursing
Fall 2019 Required Textbooks and Materials
Books can be purchased in print or electronic form

ISBN	Author	Title
978-1284059502	Butts, J. & Rich, K.	Nursing Ethics: Across the Curriculum and Into Practice (5th edition)
978-1558105997	American Nurses Association	Code of Ethics for Nurses with Interpretive Statements

You will also use the APA manual, 7th edition for writing assignments.

Course & Instructor Policies

Class Attendance and Participation

The RN to BSN program adheres to the Grayson College Student Handbook attendance policy. Should absences occur which do not allow for full evaluation of student performance (quality and consistency) faculty will be unable to assign a passing grade. In addition, the following policies are specific to the theory course.

1. Regular attendance is expected for all classes.
2. Attendance is verified within Canvas for all courses.
3. Students **must** notify the faculty in case of an absence during test times at least one hour prior to the scheduled test time.

Methods of Instruction (face-to-face and online)
- Weekly video updates by instructor
- Discussion board
- Assigned textbooks and article readings
- Case studies
- Supplemental videos
- Students are expected to be "active learners." It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) in discovering, processing, and applying the course information using peer-reviewed journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

EVALUATION AND GRADES

Graded activities and percent of the overall course grade:

Graded Activity	Percent of Course Grade
Canvas Discussion Questions and Case Studies x 7	50%
Assignment I – Write Your Legislator	10%
Assignment II – Ethical Dilemma Research Paper	20%
Assignment III – Movie Discussion Questions	20%

<u>**Course Grading Policy**</u>

The grading policy for the RN to BSN program follows that of the college for the letter grading system and grade point determination. This policy is found in the Grayson College Catalog. RN to BSN course grades are assigned as follows:

Letter Grade	Interpretation	Numerical Grade	Grade Points/Semester Hour
A	Excellent	89.50-100	4
B	Good	79.50-89.49	3
C	Satisfactory	74.50-79.49	2
D	Failing	64.50-74.49	1
F	Failing	64.49 and below	0

According to college policy a letter grade of "D" is considered unsatisfactory in a student's major field of study and generally does not transfer. Therefore, a grade of "C" or better is necessary in all RN to BSN courses for satisfactory completion of each level and progression to the next nursing course.

ASSIGNMENT DESCRIPTIONS

*Please note: Rubrics for all assessments are located at the end of this syllabus.

You will be responsible for readings and additional resources posted as well as participating in online Canvas Discussions each week and three additional assignments posted on course schedule. See rubrics for grading criteria.

Discussion Board Forum
Graded discussions on current ethical and legal topics will be discussed by all students. Scholarly writing and APA format will be expected in all posts. You are required to post your original discussion board post by Thursday night at midnight each week and reply to two peers by Sunday night each week by midnight. See rubric for grading criteria.

Signature Assignment for this course: Ethical Dilemma Paper

You MUST obtain and keep a copy of the final assignment on your ethical dilemma paper for placement in your portfolio. You will get more instructions on that in Leadership & Management and Professional Project courses in this program.

STUDENT RESPONSIBILITY & ATTENDANCE
The RN-BSN program is a hybrid format which requires you to come to campus for orientation and a class day or labs if applicable. It is expected for all students to attend these on-campus class times.
Attendance online is strongly encouraged. You will miss a deeper understanding of the materials if you are not participating. There are readings that you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. homework, discussion board, course projects, self–reflections, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions that reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

COMMUNICATION
Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages will not be returned until Monday.

Written communication via Canvas: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your Viking email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, online platform, etc.

Use Good "Netiquette":
• Check the discussion frequently and respond appropriately and on subject.
• Focus on one subject per message and use pertinent subject titles.
• Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
• Be professional and careful with your interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
• Cite all quotes, references, and sources.
• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
• It is extremely rude to forward someone else's messages without their permission.

• It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom)

ASSIGNMENT SUBMISSION AND FEEDBACK
In this class, all assignments need to be submitted through the Assignments link in the Canvas course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at mceacherna@grayson.edu and attach a copy of what you are trying to submit. This lets your professor know you completed the assignment on time and are just having problems with the online submission feature in Canvas. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work and save your work frequently!

I will make every effort to provide feedback and grade submissions within one week of the due date. If your assignment is submitted late, the feedback timeframe does not apply. I will get to it as soon as possible, but it may take longer than one week.

SAVING WORK FOR YOUR PORTFOLIO
At the end of the program, you will be required to submit certain assignments from each course to demonstrate that you have met the objectives of the program. Save all assignments so that it will be possible to compile this REQUIRED portfolio.

LATE WORK OR MISSED ASSESSMENTS POLICY
The course is set up on weekly modules. The week begins on Monday at Midnight and ends on Sunday at 11:59 PM. Assignment due dates are shown on the calendar/schedule or posted within Canvas. **Five percentage points per day will be deducted for assignments submitted late. Late assignments will not be accepted after five days. You must notify instructor of extenuating circumstances and must make arrangements prior to the due date.**

Student Conduct & Discipline

Refer to the RN to BSN Student Handbook for policies

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental. Unintentional/Accidental plagiarism may include minor instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper)
- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else
- Quoting or copy/pasting phrases of three words or more from someone else without citation, • Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original
- Submitting an assignment with a majority of quoted or paraphrased material from other sources
- Copying images or media and inserting them into a presentation or video without citation,
- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation
- Giving incorrect or nonexistent source information or inventing source information
- Performing a copyrighted piece of music in a public setting without permission
- Composing music based heavily on someone else's musical composition.

Student Responsibility

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and

reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected Veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html
- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

**Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

**These descriptions and timelines are subject to change at the discretion of the Professor.

** Grayson College campus-wide student policies may be found at the following URL on the College website: https://www.grayson.edu/currentstudents/Academic%20Resources/index.html

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Discussion Forum Rubric

Criteria	Exemplary	Satisfactory	Undeveloped
On Topic 30%	Perspective on the problem/question is clearly identified in an introductory sentence. All comments are directly related and on topic. (30)	Perspective on the problem/question is stated somewhere in the post. Most comments are related to the problem/question that is posed. (20)	Post does not address the problem/question that is posed. (10)
Participation 30%	Initial post and at least 2 additional responses/comments are submitted on time by the student. (30)	Initial post OR responses/comments submitted on time by the student. (15)	No discussion post or responses/comments posted by the student. (0)
Evidence of references 30%	Post reflects a good understanding of the ideas presented and references (**at least two**) are from the textbook or peer-reviewed journals. (30)	Post reflects some ideas from the readings. Author is unable to articulate thoughts and ideas. Less than 2 references used or not from assigned readings or peer-reviewed journals. (20)	Post does not reflect or reference ideas from class materials. (10)
Grammar & APA 10%	No spelling, grammar, APA errors. (10)	Few spelling, grammar, APA errors. (7.5)	Multiple spelling grammar, APA errors. (5)

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Rubric: Ethical-Dilemma Paper

(Paper must be 2-3 pages in length, NOT counting title page and reference list)

Required element	0 points	3 points	20 pts
Identifies ethical problem	No dilemma identified/ Problem identified not related to ethical dilemma 0 pts	Does not concisely identify ethical dilemma 3 pts	Concisely identifies ethical dilemma 5 pts
Identifies ethical principles involved (see chapter 2 of Butts & Rich textbook)	Lack of identification of ethical principles/identifies inaccurate principles 0 pts	Incomplete identification of involved ethical principles 3 pts	Clearly delineates involved ethical principles 5 pts
Lists all possible courses of action For the dilemma	No actions identified 0 pts	Partial list of possible courses of actions 1 pt	Complete list of possible courses of action 2.5 pts
Describes cultural influences shaping decisions	No cultural influences described 0 pts	Incomplete description of cultural influences 1 pt	Clear description of cultural influences 2.5 pts
Grammar, length, APA formatting, reference citation: Cites at least four scholarly references	Does not cite references/ references inappropriate; more than 10 grammar &/or spelling errors 0 pts	More than 3 pages in length by more than 6 lines/ less than 2 pages/ 5 to10 grammar &/or spelling errors 2.5 pts	Two-Three pages in length/ less than 5 grammar &/or spelling errors/ complete citation of pertinent references 5 pts

Total pts possible = 20

Up to 5 points will be taken off for exceeding 3 pages by more than 6 lines, for less than 2 pages, for repeated grammatical or spelling errors, and/or for inadequate or inappropriate references or citations.

Paper must be 2-3 pages in length, must have a minimum of four references on reference list and cited in0text where the references are used in paper, and they must be from scholarly, peer-reviewed sources or appropriate websites

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Letter to Legislator Rubric

Criteria	Exemplary	Satisfactory	Undeveloped
Legislator Addressed Properly, Identification of Self, Profession and Number and Name of Bill of Interest **30%**	Legislator is addressed properly, Identification of self and profession present, number and name of bill of interest clearly identified. (30)	Legislator is addressed properly, identification of self and profession is present, and number and name of bill is identified somewhere in the letter. (20)	Either/or legislator is not addressed properly, no identification and profession of self, and/or number and name of bill is not identified. (10)
Statement of Your Issue or Concern **30%**	Briefly and succinctly gets to the point of the issue (30)	Gets to the point of the issue. (20)	Makes no point of the issue. (0)
Discussion Relates the Issue to Home and Its Impact on Chosen Community or Group **30%**	Thoroughly discusses importance of issue and how it relates to home and its impact on chosen community or group (30)	Briefly discusses importance of issue and how it relates to home and its impact on chosen community or group (15)	No discussion of importance of issue and how it relates to home and its impact on chosen community or group (0)
Grammar, Spelling, and Formal, Professional Language **10%**	No errors in grammar, spelling, or formal, professional language (10)	One-two errors in grammar, spelling, or formal, professional language (5)	Multiple errors in grammar, spelling, or uses informal or unprofessional language. (0)