**Nursing and Healthcare Ethics Class and Instruction**

Organization Overview

 The Healthcare Department located in the state of WI. will be providing an area in which this class will be conduct. They have very strong missions and goals of the rising healthcare to ensure students and future prospective of the healthcare system can have an engaging and learning environment that is suitable. Their mission is spread the word of ethical issues that arise in the healthcare system so that others who are coming into healthcare can be aware of it as well as the legal aspects that come along with ethical issues.

COURSE TITLE                     Nursing and Healthcare Ethics Class and Instruction

PREREQUISITES                  NUR 3825an introduction the Nursing Practices and Healthcare

COURSE DESCRIPTION

The one goal this course will provide to students is for them to be able to examine ethical dilemmas within the nursing practice and healthcare system. The need for this class is vital as consequences of ethical misconduct as well as legal malpractice will be explored through our 12 hour class.Ethical issues are a big topic in today’s health care world and must be brought to light for learners to comprehend. Consequences of ethical misconduct and legal malpractice are explored. Emphasis on ethical decision making processes and recognition of negligent practices. Focus is on case analysis of legal and ethical issues. This course will present students with a systematic method in order to teach them planning, implementation, as well as development of healthcare curriculum. In addition at examining such research that is being supported, the contemporary methods that will be used for instructional design, is that students will also be required to use concepts in order to introduce them into a suitable nursing and healthcare environment (Johnson, 2006).

COURSE OBJECTIVES   Upon completion of this course, the student will:

1. Analyze the basic concepts in a legal perspective that are relevant to issues of negligence within the practice of nursing in the healthcare system.Cognitiive
2. Describe ethical principles related to decision making with clients across the lifespan.Cognitive and Affective
3. Use an ethical decision making model to analyze complex ethical dilemmas in diverse populations.Cognitive
4. Discuss accountability for protecting confidential and private healthcareinformation from diverse information sources.Cognitive
5. Evaluate professional responses to selected ethical and legal issues.Cognitive and Affective
6. Apply knowledge they have obtained from sciences and humanities in order to examine evidence based principles.Cognitive
7. Be able to demonstrate their advanced skills as well as expertise in order to evaluate strategies. Cognitive, Affective, and Psychomotor
8. Formulate instructional designs and be able to work with a population that is diverse in setting. Cognitive and Psychomotor
9. Analyze various methods to help them determine the external and internal extremities of the healthcare system. Cognitive

[All objectives done with the aid of (Wilson, 2016).]

COURSE SCHEDULE

Lectures and quizzes will be completed prior to class on a weekly basis. Classroom time will be for students to socialize, we will utilize small group projects and lectures as well as work on the case analysis that is due to the last week of class. All three learning domains will be injected in this course (cognitive, affective, and psychomotor) to provide the learner a more rounded education of ethics in the nursing world. Class discussions will be done in an appropriate manner relating personal opinions that relate to the materials learning that week. This class consists of 4 weeks which will spend time in at our physical location 2 hours per week. Work that is provided to take home will be written with consistency, originality, and with provided references according to the APA style format (Johnson, 2006).

OUTLINE

1. Legal concepts that are related to healthcare issues involving ethics
* The first one is based on negligence
* The second one is malpractice
* The last is intentional torts
1. What types of liability exists for such actions related to healthcare practice
* consequences for negligence
* privacy
* advocacy
* peer review
1. This chapter is about ethical theories and their principles
2. This chapter involved the ethical decisions while legal issues are in process
3. Rights-based issues across the lifespan
4. Informed consent

LEARNING ACTIVITIES

Participation in small group cases analysis, presentations, completion assignments, written paper, and literature review final paper exam. Every week two chapters of the text will be read and students will have to progress a one page paper reflecting on the new issues of ethics and legality they have gained by those chapters. Every week there will be in class discussion as well as exams every other week to cover the prior week’s lessons. Students will be graded on class participation so it is vital that you participate at all times possible in lectures during class time (Johnson, 2006).

REQUIRED LEARNING RESOURCES

Necessary resources for this course will be textbook**: A Guide to Ethics in the Nursing Practice by Emily Peterson (2015), 4th Edition. ISBN number 978-0824830090**

The workbook is also strongly recommended**: A Guide to Ethics in Nursing Practice Workbook by Emily Peterson (2015), 4th Edition. ISBN number 978- 0885472498**

Additional journals and articles posted may need to be downloaded from the class site.

All other required material will be at the learner’s preference.

GRADE PERCENTAGES

Participation and Discussion 20%

Outline 30%

Quiz 20%

Final Analysis Report 30%

 100%

LATENESS POLICIES

This course doesn’t permit any work to be turned in past the due date. Unless a written notification is submitted via email or to me personally stating an extraordinary circumstance that prevented you from completing the work on-time.I will then make an effort to take your case into perspective to accommodate my timing to get it graded and revised. There will be 5 assignment points deducted on each day after the assignment is due to me.

OUR SCHEDULE BASED ON WEEKLY INTERVALS

|  |  |
| --- | --- |
| **DATE** | **TOPIC** |
| Week 105/09/16Mondays8:00am - 9:30am | Welcoming each other to class* This week we will work on the first chapters of our book and hold a vital discussion to interpret the text.
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| Week 205/16/16Mondays8:00am – 9:30am | * We will begin learning all about the legal concepts involving unethical issues inside the healthcare industry. Outline for cause of action case analysis final report is due.
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| Week 305/23/16Mondays8:00am – 9:30am | * This week we will begin with concepts on identifying ethical issues and implementing plans to correct these types of issues.
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| Week 405/30/16Mondays8:00am- 9:30am | * Cause of action case analysis report will be handed in prior to the end of class. We will reflect on everything learned and share our thoughts with each other during discussion times.
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\*Red in text in the syllabus demonstrates the different learning domains that will be applied to each learning objective in this course. To properly comprehend better, these domains are cognitive (thinking), affective (emotion/feeling), and psychomotor (physical/kinesthetic). All three domains of learning will be utilized as this diversity helps to create more well-rounded learning experiences and meets a number of learning styles and learning modalities. Using more diversity in delivering lessons also helps students create more neutral networks and pathways thus aiding recall.

References

Johnson, C. (2006). Best Practices in Syllabus Writing: Contents of a Learner-Centered Syllabus. *National Library of Medicine 20*(2), p. 139-144.

Wilson, L. (2016). *The Second Principle: Three Domains of Learning – Cognitive, Affective, Psychomotor.* Retrieved from http://thesecondprinciple.com/instructional-design/threedomainsoflearning/