



CURRICULUM GUIDELINES

A. Division: **Instructional** **Effective Date:** **September 2004**
B. Department / Program Area: **Health Sciences** **Revision:** New Course
If Revision, Section(s) Revised: **C, H, J**
Date of Previous Revision: **September 29, 1997**
Date of Current Revision: **June 2004**
C: NURS 3130 D: Professional Growth V: Nursing Ethics E: 3

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: The major intent of this course is to foster an appreciation among students of the significance of ethics to their professional and personal lives. By examining ethical theories, concepts, principles and decision-making models, participants have the opportunity to develop strategies and techniques for reaching decisions when confronted with ethical problems. This course draws on the combined expertise of nursing and philosophy. It is team taught by a nursing faculty member and a philosophy & humanities faculty member.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture Number of Contact Hours: (per week / semester for each descriptor) Lecture 4 hrs. Number of Weeks per Semester: 15	H: Course Prerequisites: NURS 224 (or professional equivalency)	
	I: Course Corequisites: None	
	J: Course for which this Course is a Prerequisite NURS 3201	
	K: Maximum Class Size: 40	
L: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives / Learning Outcomes

In this course students have opportunities to:

- develop a heightened awareness of the predominance of ethics in their professional and personal lives
- examine various ethical theories, concepts and principles
- appreciate the rich complexity of moral reasoning and ethical decision-making
- develop strategies for ethical decision-making
- apply ethical decision-making model(s) to ethical problems in nursing practice

N: Course Content:

The focus of this course is applied ethics as it relates to nursing practice. An outline of the concepts and essential content is presented below. Additional content may be included, and will vary depending on the experiences, interests and choices of course participants.

Ethical perspectives such as:

- utilitarianism
- Kantian deontology
- care ethics
- moral relativism

Concepts such as:

- advocacy
- autonomy
- paternalism
- informed consent

Principles such as:

- beneficence/non-maleficence
- justice
- fidelity

Ethical problems in nursing practice (research findings, praxis examples)

- moral distress of nurses
- inequities in resource allocation
- informed consent
- prolongation of life
- team conflict and communication

Decision-Making Models which:

- empower individuals and families
- adhere to fundamental principles
- include relational (fidelity) and contextual (care) elements
- respect autonomy
- attend to cultural issues
- attend to team and family input
- attend to professional codes and standards of conduct

<p>O: Methods of Instruction</p> <p>Learning activities in this course are designed to actively engage students in achieving an understanding of the concepts, theories and skills of applied ethics in nursing practice. Students are provided with opportunities to understand ethical decision-making through debate, discussions, case studies, critical reflection, and critical thinking.</p>
<p>P: Textbooks and Materials to be Purchased by Students</p> <ol style="list-style-type: none"> 1. Praxis Experience <ul style="list-style-type: none"> • Personal experience with ethical decision-making • Nursing practice experience/reflection 2. Textbooks and Material to be purchased by Students A list of recommended textbooks and materials is provided for students at the beginning of each semester. 3. Other Resources <ul style="list-style-type: none"> • Selected readings • Selected audio-visual resources
<p>Q: Means of Assessment</p> <p>Course evaluation is consistent with Douglas College evaluation policy. An evaluation schedule is presented at the beginning of the course. Respect for individual choices and an openness to negotiate will guide decisions about methods of evaluation.</p> <p>This is a graded course.</p>
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

 Course Designer(s)

 Education Council / Curriculum Committee Representative

 Dean / Director

 Registrar