

NUR 212
Ethics

Description: This module focuses on the concept of ethics. This module will be at level two and will focus on the following exemplars/topics

1. Ethical Dilemmas
2. Ethical Principles

Learning Outcomes:

Upon completion this module the student will be able to:

1. Apply ethical principles in situations involving ethical dilemmas
2. Demonstrate appropriate steps to the approach to ethical dilemmas
3. Apply techniques to assist nurse/clients in situations involving ethical dilemmas

Learning Resources:

Potter & Perry: Fundamentals of Nursing 6th Ed. 2005; Chapter 21

Lachman, V. D. (2007); Moral Courage in action: Case Studies; Medical Surgical Nursing, 16 (4), 275-277

Polifko-Harris: Case Applications in Nursing Leadership & Management; 2004

Thomson-Delmar Learning

Chapter 22

Learning Activities:

Lecture/Discussion of identified topics

Critical Thinking Exercises- Small Group Assignments

Students work together in groups of five (5) to solve an ethical dilemma
(case scenarios will be assigned)

Simulation activities (see attached scenarios)

Evaluation:

Written Examination

Scenarios-Ethics 212

Scene 1:

An 88-year-old, female from the local nursing home comes to your Emergency Department with altered mental status. Her laboratory indicates urosepsis. A foley catheter and IV Rocephin are ordered. After placing the foley catheter, IV, and starting the Rocephin, the patient becomes lethargic. What is your next step?

Upon assessment, she has no pulse and is not breathing. The nurse notes that she is a DNR and has the proper paper documentation. However, the patient's daughter runs in the room and announces that she is the patient's power of attorney and cries, "Do not let him die!" "I want everything done to save her!" What do you do?

Scene II:

Mr. R. is an 82-year-old widower who has been a patient on your floor many times over the past year. He has a history of CHF, COPD, and diabetes. He is admitted to your unit with an ejection fraction of less than 20% and his EKG show a QRS interval of greater than 13 seconds. Mr. R. tells you, "I am going to heaven today to be with my wife and I am ready." You ask him about advance directives and he tells you that his only son knows what he wants but that they have not completed the paper work. When he son comes to visit, you suggest that he might want to complete an Advance Directive based on his father's desires. The son hesitates but then agrees. Before the chaplain gets to the unit, Mr. R. codes and the son wants you to save his dad. What do you do?

The Code Blue team resuscitated Mr. R and he is now on a ventilator. Based on patient self-determination, how would you handle this situation?

Scene III:

You are the charge nurse on the orthopedic floor at full capacity (26 beds). One nurse and nursing assistant have called out. The family of Ms. S, a 78-year-old with a right total knee replacement, has been difficult and demanding all week. Ms. S. is pleasant and can do many things for herself. However, the family wants everything done for her. The crisis begins when the son comes to the nurse's station screaming that he wants to see the supervisor because his mother's call light was not answered as prompt as he thought it should be and then was told that the nursing assistant would be right back. What actions as the charge nurse do you take?

Scene IV:

You are a new graduate being trained on a medical floor by a nurse preceptor. You have worked with this preceptor for four weeks and have developed a good relationship with her and have had good evaluations. However, she had to take an emergency medical leave and you have been assigned to a new preceptor, Mrs. K. Mrs. K. is very vocal that she does not want to be a preceptor, especially for a BSN graduate who 'has had all the book training but no real training.' After you failed to recognize a new order that was placed in the computer an hour ago, Mrs. K. loudly announces at the nurse's station to every nurse around that you are an example of why nurses should have to go to real school to be a nurse. You are very embarrassed and want to quit. What should you do? How should the nurse manage this situation?

Guided Reflection:

Ask the students what they did well. Then, what they did not do so well. How could they improve? Discuss this with the students providing oral and written feedback.