

**UNIVERSITY OF LETHBRIDGE  
FACULTY OF HEALTH SCIENCES  
MASTER OF NURSING PROGRAM  
NURSING 5100 – ETHICS, POLICY, & PRACTICE  
COURSE OUTLINE – FALL, 2016**

<b>Instructor:</b>	Dr. Monique Sedgwick, RN
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<b>Office Hours:</b>	By appointment (via telephone or in-person)
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<b>E-mail:</b>	monique.sedgwick@uleth.ca
<b>Preferred Contact Method:</b>	Please contact the instructor by email. Every effort will be made to respond within 24 hours excluding weekends and/or holidays Please ask questions about assignments in the designated Moodle discussion forum.

**COURSE DESCRIPTION:**

This course uses advanced studies in nursing ethics as a foundation for understanding the nursing profession in the context and politics of the health care system. Critical reasoning will be key to discussions of ethical dilemmas arising from nursing practice. Trends and issues within the nursing profession will be explored in relation to the politics of health care at the micro and macro level. The influence of nursing on social and health policy will be used to inspire student accountability and responsibility within healthcare environments.

**LEARNING OBJECTIVES:**

Upon successful completion of this course, you will be able to:

1. Integrate and apply a critical reasoning framework to various ethical dilemmas;
2. Describe various ethical frameworks that inform ethical decision making and;
3. Analyze from an ethical perspective trends and issues at the micro and macro level within the healthcare system.

**COURSE FORMAT:**

Online with two face-to-face seminars. Face-to face seminars are scheduled for **September 10 (Penny Building, #200 324-5St.S Lethbridge) and November 19, 0900-1600h (MH 3023, University of Lethbridge).**

**Course Dates:**

Week	Dates	Format
1	Sept 10	<b>Face-to-face</b>
2	Sept 12	Online
3	Sept 19	Online
4	Sept 26	Online
5	Oct 3	Online
6	Oct 11	Online– TCPS tutorial
7	Oct 17	Online – Continuation of TCPS <b>Synchronized discussion</b>
8	Oct 24	Online

Week	Dates	Format
9	Oct 31	Online
10	Nov 7	<b>Reading Week</b>
11	Nov 19	<b>Face-to-face</b>
12	Nov 21	Online
13	Nov 28	Online

**REQUIRED TEXTBOOKS:**

There are no required textbooks for this course. All required resources are online and available through the University of Lethbridge library databases. Note that while these resources are essential in students' learning, it is expected students will read beyond these resources to gain a more in-depth understanding of ethical concepts and their application.

*Optional:*

It is **strongly recommended** that students use a health ethics textbook for reference. The following are possibilities:

1. Baylis, F., Hoffmaster, B., Sherwin, S. & Borgerson, K. (2012). *Health care ethics in Canada* (3<sup>rd</sup> Ed.). Toronto, ON: Nelson Education.
2. Beauchamp, T. L., Walters, L., Kahn, J., & Mastroianni, A. (2014). *Contemporary issues in bioethics* (8<sup>th</sup> Ed.). Belmont, CA: Thomson/Wadsworth.
3. Fisher, J. (2013). *Biomedical ethics: A Canadian focus* (2<sup>nd</sup> Ed.). Don Mills, ON: Oxford University Press.
4. Keatings, M., & Smith, O. (2010). *Ethical & legal issues in Canadian nursing* (3<sup>rd</sup> Ed.). Toronto, ON: Elsevier.
5. Oberle, K., & Raffin, S. (2009). *Ethics in Canadian nursing practice: Navigating the journey*. Toronto, ON: Pearson Education Canada.
6. Storch, J., Rodney, P., & Starzomski, R. (2012). *Toward a moral horizon: Nursing ethics for leadership and practice* (2<sup>nd</sup> Ed.). Toronto, ON: Pearson Education Canada.

**COURSE PROCESS:**

This course is mainly online with two face-to-face seminars. You will require regular and reliable access to the internet. To engage with this online course, you will login to Moodle, the University of Lethbridge's online courseware.

If you have computer problems, please contact the University of Lethbridge computer help desk at 403.329.2490 or email them at [help@uleth.ca](mailto:help@uleth.ca). If you encounter problems with Moodle please contact the Learning Centre at 403.380.1856.

Moodle is like a digital, online classroom; students can only access the courses in which they are enrolled, so each online class is a private space restricted to students in each course. This course is asynchronous, which means that you can login to Moodle when it is convenient for you, and engage with the course materials and processes as you wish. However, due to the use of online discussions as a primary vehicle for engaging with the course material, time limits will be set as to when you should engage with asynchronous discussions, to ensure everyone in the class moves through the content more or less together.

Within Moodle you will find the course content presented in weekly modules. Each module consists of a number of learning resources--articles, videos, online readings, and asynchronous online discussions to help you develop a knowledge base pertaining to ethics. You will also submit assignments, view your grades, and ask questions about assignments within Moodle. Please do not email your assignments to your instructor.

The two face-to-face seminars are required and every effort should be made to attend. The purpose of the seminars is to engage in critical discussions of your developing assignments to enhance your learning and success in this course. If you cannot attend, please let your instructor know as soon as possible.

The first face-to-face seminar will be at the same time as the general overall orientation to the MN program. The intent of this seminar is to provide an orientation to the course and to begin to establish a community of learners. The second face-to-face seminar is tied to one of your assignments. Please let you instructor know as soon as possible if you are unable to attend.

To succeed in this course:

- Read the course outline, particularly the sections on assignments.
- Ask the instructor for clarification if there is anything you do not understand about the course.
- Stay up-to-date in the readings and discussion postings.
- Engage with the topics and discussions by reading widely, accessing the course resources, and consistently applying the critical reasoning framework.
- Fully participate both as an individual learner and as a discussion forum member.
- Engage in Moodle activities **at least three times per week**.
- Set aside at least 5 hours each week to work on the content and discussions in this course. Please plan ahead for when assignments are due, and budget in extra time to work on the assignments.
- Attend the two face-to-face seminars.
- Check your University of Lethbridge email every few days since this is how the instructor will normally communicate with you.

#### ASSIGNMENTS:

Assignment	Weighting	Due
<b>Discussion Forum:</b> A grade will be assigned for each of the following weeks: <b>Weeks 2, 3, 4, 5, 8, 9 &amp; 12</b> . Each week is worth 5% for a total weight of 35% toward the final course grade	35%	Ongoing
<b>TCPS 2 Tutorial</b>	15%	Submitted at student's discretion but no later than Dec 7, 2016
<b>Discussion Facilitation:</b> Part I: Join a synchronized discussion Part II: Lead a discussion on a critical incident arising from your practice	10% 20%	Week 7 (one session) Nov 19, 2016
<b>Final paper</b>	20%	Dec 7, 2016

Grades for your assignments are entered into your individual 'grade-book' found in Moodle.

#### Discussion Forum:

Participating in asynchronous discussions is a requirement of this blended learning course.

The purpose of discussion forums is to provide you with the opportunity to engage in thoughtful reflection, discussion, and debate about the ethical issues and problems presented in this course. Weekly discussion forums also support the development of a community of learners.

Regular and in-depth participation is required to pass this course and to maximize the benefit of the online learning environment.

Ethical theories with their concomitant Youtube videos, class notes, required readings, and case studies are posted on Moodle.

In preparation for the discussion, you will:

- Read the notes, readings, and review the case and;
- Watch the video.

Throughout the weekly discussion, your initial post will consist of:

1. Responding to the guiding question(s) provided by Dr. Sedgwick.  
\*Note that in face-to-face conversations, comments are not repeated. Rather, they advance the conversation. The same is true for online discussions. **Do not** repeat the same information your colleagues have already shared. Instead, provide new insights and understanding.

The maximum length of this posting is 250-300 words (word count is required). It also needs to be supported with at least one reference.

You will also post at least four other times throughout the week in response to your colleagues. These posts consist of:

2. Two (2) responses on two (2) different topics posted by your colleagues. The maximum length of these posts is 115 words or less. These posts need to professionally *affirm, challenge, and extend* the initial respondent's thinking. A reference that supports your comments needs to appear in one of these postings.

Lastly, regardless if the post is your initial post or in response to your colleagues, it is expected that within these three posts, at least one component of the **critical reasoning framework will be clearly used**. This helps to advance the groups' discussion.

These requirements represent the *minimal* level of participation expected. Student postings will be evaluated **weeks 2, 3, 4, 5, 7, 10 & 11** using the Weekly Posting Criteria (found below). Note that there are a maximum of 8 marks that can be earned each week, each weeks' posting is weighted at 5% of your final grade.

**Weekly discussions will begin on Monday morning at 0900h, and conclude Friday evening at 2100h.**

**Ground rules for discussion forums:** So that in-depth and meaningful discussion might occur, participants must feel safe in presenting their thoughts, feelings, experiences, and opinions. This occurs when:

1. Responses and postings are treated with consideration and respect;
2. Postings are respectfully worded and;
3. The contributions of others are recognized and appreciated.

Disagreement and diversity of opinion are expected and welcomed; however, the discussion forum environment must be accepting and appreciative of these differences.

**Respecting Web Space: Tricks for Developing Effective Posts:**

Educational technology designers advise that the most effective way to post a message is as follows:

- Develop a response in a Word document before posting it. Check it for completeness, clarity, grammar, and tone
- Check the post for length. Long messages do not invite the readers' engagement and participation
- Follow an established thread if adding to the existing idea/discussion
- When introducing a new idea, establish a new thread
- Briefly state at the beginning of the message what the message is about

**Consent and Confidentiality:** All course content, activities, and asynchronous online discussions are **NOT** to be used or shared for any purpose, or with any person not enrolled in NURS 5100. The online class environment needs to have the same "what is said in this classroom stays in this classroom" ethos of a face-to-face course in ethics.

Your registration in this online course constitutes **implied consent** to the terms of confidentiality. Violations of confidentiality may constitute an academic offense and/or issue of professional conduct. Please discuss this with the instructor if you have any concerns.

**Tri-Council Policy Statement 2 Tutorial:**

The TCPS 2 Tutorial Course on Research Ethics (CORE) provides an applied approach to understanding and using the Tri-Council Policy Statement. This is an online, self-paced course with eight modules.

Each module contains interactive exercises and provides multi-disciplinary examples. Modules vary in length of time to complete. At the end of the course, a certificate of completion is provided.

As members of a healthcare profession, you are required to read, understand, and analyze current research. Foundational to understanding and analyzing research is the appreciation of how ethics influences the research process. Completing this course is intended to help you develop insight into the ethics of conducting research.

You will access the following website and complete the course. Once you have completed the course, send a copy of the certificate to the instructor. You will then be awarded 10% toward your final course grade.

<http://www.ethics.gc.ca/eng/education/tutorial-didacticiel/>

### **Discussion Facilitation:**

The objective of this assignment is to allow you to identify a specific ethical problem (critical incident) arising from your own practice and to engage your peers in a thoughtful exploration and analysis of the issue(s) arising from this incident.

To complete this objective, you will access appropriate ethical literature, apply an ethical theory in delineating the issue, and engage your peers in a discussion pertaining to approaches to resolving the issue(s). This assignment has two (2) parts.

#### Part 1: Synchronized Discussion

Participating in a synchronous discussion is a requirement of this blended learning course. During **Week 6, you will sign up on Moodle for one, one hour long synchronized discussion session (three time slots to choose from)**. The discussion will occur via SKYPE – ensure that you have a Skype account and have sent your address to Dr. Sedgwick.

The purpose of having a synchronized discussion is twofold: 1) for you to connect with your colleagues in a format other than through written posts and; 2) to begin discussing your discussion facilitation topic.

Prior to the synchronized discussion, you will:

- Write a clear description of a specific situation arising from your practice that presents an ethical problem (please omit any identifiers or change any information that may cause someone to be recognized);
- Provide *two* (2) readings/resources that provide a foundation for understanding the ethical problem for your peers to review prior to the discussion;
- Identify an ethical framework you anticipate you will use for the discussion facilitation during Week 9 and;
- Develop at least two (2) questions that will be addressed in the discussion facilitation.

*These items will be posted on Moodle in **Week 6**, before the synchronous discussion.*

During the synchronous discussion, you will receive feedback from your colleagues and Dr. Sedgwick regarding clarity of the ethical problem arising your practice, appropriateness of the ethical framework to analyze the situation, and guiding discussion questions you anticipate you will use for the face-to-face discussion facilitation.

#### Part 2: Face-to-face Discussion Facilitation

The discussion facilitation will occur during the face-to-face meeting in **Week 11**. During this time, you will have **30 minutes** to engage your peers in a discussion and analysis of the ethical problem you presented in the synchronous discussion.

You are also encouraged to use critical thinking by asking questions that stimulate reflection, command of the pertinent literature and ethical framework, and nuances of the issue(s). You are encouraged to use creativity when deciding on strategies that will engage your peers.

Assessment guidelines for this assignment are found at the end of the course syllabus.

**Final Paper:**

Using the insights gained from the discussion facilitation, relevant ethical literature, and an ethical theory, you will develop an 8-10 page double spaced paper (Time New Roman font 12; excluding references) that demonstrates your ability to use the critical reasoning framework to resolve the issue(s) arising from your critical incident.

Assessment guidelines for this assignment are found at the end of the course syllabus.

**POLICIES:**

There are policies that guide students and instructors. Only a few of these are discussed below. I encourage you to access through Moodle, Master of Nursing Program – Support site for more extensive discussion of various policies as well as the Master of Nursing Handbook.

**LATE ASSIGNMENTS:**

Marks will be reduced by 5% per day late (weekends and holidays included). An extension will be considered for legitimate reasons at the discretion of the instructor. You are responsible for approaching the instructor at least 48 hours prior to the due date in order for your request to be considered. Documentation from a third party may be required.

Because the online discussion forums are the primary vehicle for learning in this course, late submissions will not be possible for the discussion forums. To keep the class moving along at the same pace, discussion forums will be locked at the end of each posting period. Similarly, the face-to-face seminars cannot be rescheduled.

**ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:**

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre to set up an appointment at 403.329.2766 <http://www.uleth.ca/ross/counselling/index.html>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least \*two weeks\* in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

**PLAGIARISM STATEMENT:**

Please be clear on what plagiarism is, and how to avoid it. Essentially, plagiarism is where a person/student represents the words or ideas of another person as his or her own. For example, cutting and pasting a section from an article on the internet and putting it into an academic paper without properly citing it is plagiarism. When in doubt, cite other people's work as theirs, and/or check with your instructor.

Plagiarism is also an academic offense at most Universities, including The University of Lethbridge. Therefore, the prohibition of plagiarism affects all of your assignments in this course, whether the plagiarized material constitutes a part or the entirety of the work submitted. Plagiarism is taken seriously, and if an instructor finds evidence that a student has represented another person's words or ideas as his or her own, the student shall bear the burden of proving that there was no intent to deceive. Please refer to the University of Lethbridge calendar for the procedures pertaining to academic offenses, and please be aware of the potential consequences (anywhere from a written reprimand, to a grade of "F" in the course).

Please also note that the U of L subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Best advice: avoid plagiarism to begin with, do your own work, and cite extensively!

**OVERALL GRADES:**

The determination of final grades for courses in the School of Graduate Studies is as follows:

Letter Grade	Comments	GPA	Percent
A+	Outstanding	4.0	97 - 100
A	Excellent	4.0	93 - 96
A-	Commendable	3.7	90 - 92
B+	Very good	3.3	87 - 89
B	Good	3.0	83 - 86
B-	Satisfactory	2.7	80 - 82
<i>NB: Any course with a grade of less than B- cannot be considered for credit in the School of Graduate Studies.</i>			
C+		2.3	77 - 79
C		2.00	73 - 76
C-		1.70	70 - 72
D+		1.30	67 - 69
D		1.00	63 - 66
F		0.00	Less than 63

## NURS 5100: Ethics, Policy & Practice

### Weekly Posting Criteria

Criterion	0	1	2
<p><b>Preparation:</b> Deep reflection upon course readings/materials. Draws on additional relevant evidence in response to discussion questions. Resources and references are properly cited using APA format. Expression of ideas is clear and succinct. Logical development of ideas. No grammatical or spelling errors.</p>	<p>Preparation prior to posting is clearly lacking. Minimal understanding of the ethical concepts is evident. Further, postings are poorly written with frequent misspellings and/or improper use of terminology. Posted guidelines for using Moodle are inconsistently followed.</p>	<p>Satisfactory preparation prior to posting is evident. Satisfactory understanding of the ethical concepts is evident. Postings are generally clear however, misspelling and/or improper use of terminology is noted. Minor APA format errors.</p>	<p>Superior preparation prior to posting is evident. Superior understanding of the ethical concepts is evident. Expression of ideas is clear and succinct. Logical development of ideas. No grammatical or spelling errors. Resources and references are properly cited using APA format.</p>
<p><b>Contribution:</b> Uses appropriate resources and materials to advance the discussion. Actively and consistently discusses the strengths and limitations of materials and resources brought into the discussion. Actively and consistently uses the critical reasoning framework. Consistent use of personal insights, experiences, and/or examples as evidence of personal engagement with colleagues.</p>	<p>Postings contribute minimally to forum discussions. Inappropriate resources are used. Inconsistent discussion of the strengths and limitations of materials and resources. No new insights are brought forward to advance the discussion with inconsistent use of the critical reasoning framework. Postings generally simply agree with comments already made. Postings inconsistently invite dialogue.</p>	<p>Postings contribute to forum discussion. At times, inappropriate resources are used. Frequent discussion of the strengths and limitations of materials and resources. New insights are sometimes brought forward that advance the discussion using the critical reasoning framework. Some postings simply agree with comments already made while others invite further exploration of alternate points of view. Most postings invite dialogue through questioning and providing thoughtful comments.</p>	<p>Posting consistently contributes to forum discussion. Uses appropriate resources. Actively and consistently discusses the strengths and limitations of materials and resources brought into the discussion. New insights are consistently brought forward and advance the discussion through consistent use of the critical reasoning framework. Postings are thoughtful; they invite exploration of alternate points of view. Postings consistently invite dialogue by posing relevant questions and comments.</p>
<p><b>Respect:</b> Responses to colleagues are professional, affirming, and challenging with the aim to extend the thinking of others. Highly respectful of others. Offers constructive feedback. Responds to colleagues questions. Considerable and consistent engagement with colleagues' ideas, opinions, and viewpoints.</p>	<p>Postings at times lack courtesy. Tone of postings at times incorporates slang, is unprofessional, lacks clarity, and does not consider readers' perceptions and experiences. Constructive feedback is seldom given. Inconsistently responds to colleagues questions.</p>	<p>Postings are frequently courteous. Tone of postings frequently invites others to respond, i.e. professional, clear, and considerate of readers' perceptions and experiences. Posted guidelines for using Moodle are frequently followed. Frequently provide constructive feedback. Responds to most questions posed by colleagues.</p>	<p>Postings are always courteous. Tone of postings invites others to respond, i.e. professional, clear, and considerate of readers' perceptions and experiences. Posted guidelines for using Moodle are consistently followed. Consistently provides constructive feedback to colleagues. Responds to all questions posed by colleagues.</p>
<p><b>Dedication:</b> Responds to two peers on two different occasions.</p>	<p>Postings are frequently not on time and with the posting timeframe. Postings demonstrate low to moderate level of engagement throughout the week. Required number of postings per week is frequently not followed.</p>	<p>Postings are mostly on time and in the posting timeframe. Postings demonstrate engagement throughout the week. Required number of postings per week is frequently followed.</p>	<p>Postings are always on time and in the posting timeframe. Postings demonstrate a high level of engagement throughout the week. Required number of postings per week is consistently followed.</p>
<b>TOTAL MARK</b>			___/8 x 5% = ___/5

**NURS 5100: Ethics, Policy & Practice  
Discussion Facilitation: Part I**

**Student:** \_\_\_\_\_

**Topic:** \_\_\_\_\_

	<b>0</b>	<b>1</b>	<b>2</b>
<b>Organization</b>	Preparatory items are posted late or are absent. Facilitation plan is lacking &/or is Disorganized.	At least one of the preparatory items is posted late or is absent. Facilitation plan is evident.	All preparatory items are posted on time. Facilitation plan is organized and logically flows.
<b>Development of ideas</b>	Description of practice situation is unclear & general. The readings/resources posted are unrelated to the ethical problem. The discussion questions lack focus & clarity & do not encourage exploration of an ethical dilemma arising from the practice situation. Selected ethical framework does not support in-depth analysis of the ethical problem.	Description of practice situation is somewhat clear & needs more specificity. Two readings/resources posted assist discussion participants develop an understanding of the ethical problem but could be more obviously linked to the ethical problem. Two discussion questions are somewhat clear but require more focus. The questions encourage exploration of an ethical dilemma arising from the practice situation. Selected ethical framework is somewhat suited to encourage in-depth analysis of the ethical problem.	Description of practice situation is specific & clear. Two readings/resources posted clearly assists discussion participants develop a understanding of the ethical problem. Two discussion questions are clear, focused, & encourages exploration of an ethical dilemma arising from the practice situation. Selected ethical framework is very well suited to support in-depth analysis of the ethical problem.
<b>Total</b>			/4 x 10% = /10

**Professor's comments:**

**NURS 5100: Ethics, Policy & Practice  
Discussion Facilitation: Part II**

Student: \_\_\_\_\_

Topic: \_\_\_\_\_

	<b>0</b>	<b>1</b>	<b>2</b>
<b>Organization</b>	Facilitation plan is lacking &/or is Disorganized. Discussion exceeds the time limit or is too short to support a comprehensive discussion.	Facilitation plan is evident although is at times disorganized. Discussion is within the time limit although time could have been used more effectively.	Facilitation plan is organized and logically flows. Within the time limit with effective use of the allotted time.
<b>Support for ideas</b>	A limited range of the pertinent scholarly literature is incorporated into the discussion including the posted preparatory readings. Parameters of the ethical issue are not identified. Integration and analysis of different points of view is lacking in the discussion. A systematic approach to reasoning through the problem is lacking. Use of an ethical framework is lacking &/or is incorrectly applied in the discussion.	A satisfactory range of the pertinent scholarly literature is incorporated into the discussion including the posted preparatory readings. Parameters of the ethical issue are identified but lack clarity. Integration and analysis of different points of view is sporadic throughout the discussion. Use of a systematic approach to reasoning through the problem is sporadic. Use of an ethical framework is correctly applied but inconsistently used in the discussion.	A broad range of the pertinent scholarly literature is clearly incorporated into the discussion including the posted preparatory readings. Parameters of the ethical issue are clearly identified. Integration and analysis of different points of view apparent throughout the discussion. Use of a systematic approach to reasoning through the problem is evident. Use of an ethical framework is correctly and consistently applied in the discussion.
<b>Creativity</b>	Approach lacks creativity and only minimally engages participants in a meaningful way. Sporadically initiates and sustains the interest and functioning of the discussion.	Approach is somewhat creative and engaging in a meaningful way for participants. Satisfactorily initiates and sustains the interest and functioning of the discussion.	Approach is creative and engages participants in a meaningful way. Consistently initiates and sustains the interest and functioning of the discussion.
<b>Ability to engage group</b>	Discussion points do not or minimally support dialogue and reflection. Discussion points are not addressed in the course of the facilitation. Responses to class input and questions do not demonstrate significant knowledge of the issue and familiarity with the body of literature on the topic.	Discussion points support somewhat superficial dialogue and reflection. Discussion points are sporadically addressed in the course of the facilitation. Responses to class input and questions demonstrate satisfactory knowledge of the issue and familiarity with the body of literature on the topic.	Discussion points effectively support in-depth dialogue and reflection, and are addressed throughout the course of the facilitation. Responses to class input and questions demonstrate significant knowledge of the issue and familiarity with the body of literature on the topic.
<b>Total</b>			/8 x 20% = /20

Professor's comments:

**NURS 5100: Ethics, Policy & Practice  
Final Paper**

**Student name:** \_\_\_\_\_

	0	1	2	3
<b>Organization</b>	Overall organization of the paper is poor.	Overall organization of the paper is acceptable.	Overall organization of the paper is good.	Overall organization of the paper is excellent.
<b>Development of Ideas</b>	Introduction does not provide direction for the paper. Thesis statement is absent. Integration of materials with original analysis is poor.	Introduction provides direction for the paper, but critical reasoning framework not applied throughout the paper. Thesis statement is present but only vaguely identifies the topic of the paper. Integration of materials with original analysis is uneven.	Critical reasoning framework identified and developed, although framework may not always be fully developed. Thesis statement is present but wordy. Integration of materials with original analysis is smooth.	Critical reasoning framework identified and developed throughout paper. Thesis statement concisely identifies the topic of the paper. Integration of materials with original analysis is skillful.
<b>Content and Knowledge</b>	Minimal scholarly references (references do not meet specified requirements). Quotations are not supportive of the arguments. Awareness of ethical nuances of topic is weak. Understanding of ethical terms is weak. Topic/problem is vague and unclear; a description rather than an evaluation of the topic is presented.	Incorporates limited range of scholarly references. Quotations used in a superficial manner or excessive use of direct quotes. Personal voice is missing. Awareness of ethical nuances of topic is acceptable. Understanding of ethical terms is acceptable. Topic /problem is superficially presented; evaluation of the topic is acceptable.	Incorporates an adequate range of scholarly references. Quotations adequately illustrate arguments. Awareness of ethical nuances of topic is good. Understanding of ethical terms is good. Topic/problem is clearly presented, but lacking critical analysis; evaluation of the topic is good.	Incorporates a broad range of scholarly references. Quotations insightfully illustrate arguments. Awareness of ethical nuances of topic is excellent. Understanding of ethical terms is excellent. Topic/problem is clearly presented and critically analyzed; evaluation of the topic is excellent.
<b>Synthesis of ideas and depth of argument</b>	Summary of the literature predominates. Stereotypical or ineffective thinking about the topic. Assumptions pertaining to the topic/problem are incorrect. Evidence for making claims is lacking and/or questionable. Reasons for adopting/rejecting options are lacking and/or weak.	Mostly a review of the literature and common observations. Raises good ideas without following through; general understanding of the topic. Assumptions pertaining to the topic/problem are inappropriate. Evidence for making claims is acceptable. Reasons for adopting/rejecting options are acceptable.	Some original insights arising from the use of the literature. Solid understanding of the topic demonstrated by comprehensive coverage. Assumptions pertaining to the topic/problem are questionable. Evidence for making claims is good. Reasons for adopting/rejecting options are good.	Thorough analysis and examination of the topic/problem from multiple perspectives. Mastery of the topic and its content; provides subtle and perceptive insights. Assumptions pertaining to the topic/problem are reasonable. Evidence for making claims is excellent. Reasons for adopting/rejecting options are excellent.
<b>Expression of Ideas</b>	Grammatical and spelling errors interfere with expression of ideas. Multiple and repeated errors in APA format. Expression of ideas frequently unclear and confusing.	Significant grammatical errors including incomplete sentence structure, poor usage of terms, colloquial expressions and spelling errors. Significant APA format errors. Inconsistent clarity, wordiness or duplication of ideas.	Minor grammatical errors, colloquial expressions and occasional spelling errors. Minor APA format errors. Generally clear, succinct and logical expression of ideas. Easy to read.	No grammatical or spelling errors. No APA format errors. Logical, succinct development of ideas. Excellent expression of ideas, engaging, and enjoyable to read.

**COMMENTS**

**FINAL GRADE = /15 x 30% = /30**

### Nursing 5100 Course Schedule

Week	Topics Area	Specific Topics	Assignments
1	Welcome, Introductions and Course orientation	<ul style="list-style-type: none"> <li>• <b><i>In-class face to face session</i></b></li> <li>• What is ethics? What is nursing ethics?</li> <li>• Critical reasoning</li> </ul>	
2	Approaches to ethics: Code of ethics	<ul style="list-style-type: none"> <li>• Organizational codes</li> <li>• Professional code of ethics (CNA)</li> </ul>	
3	Approaches to ethics: Utilitarianism & Deontology		
4	Practice & ethics		
5	Approaches to ethics: feminist ethics	<ul style="list-style-type: none"> <li>• Ethics of care</li> <li>• Feminist ethics</li> </ul>	
6	Research & ethics	<ul style="list-style-type: none"> <li>• Informed consent</li> </ul>	<b>POST CRITICAL INCIDENT; READINGS; GUIDING DISCUSSION QUESTIONS</b>
7	Research & ethics cont'd		<b>SYNCHRONOUS DISCUSSION</b>
8	Approaches to ethics: Distributive justice	<ul style="list-style-type: none"> <li>• Justice</li> <li>• Distributive justice</li> </ul>	
9	Approaches to ethics: Social justice	<ul style="list-style-type: none"> <li>• Human rights</li> <li>• Social Justice</li> </ul>	
10	Fall Reading Week		
11	Second face-to-face session	<ul style="list-style-type: none"> <li>• <b><i>In-class face to face session</i></b></li> </ul>	<b>DISCUSSION FACILITATION DUE</b>
12	Public health ethics	<ul style="list-style-type: none"> <li>• <b><i>Ethics in public health</i></b></li> </ul>	
13	Policy & ethics		<b>FINAL PAPER DUE DEC 7 TCPS 2 TUTORIAL COURSE DUE NO LATER THAN DEC 7</b>