

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
MASTER OF NURSING PROGRAM
NURSING 5100 – ETHICS, POLICY, & PRACTICE
COURSE OUTLINE – FALL, 2017**

Instructor:	Dr. Monique Sedgwick, RN
Office:	M3067, Markin Hall, Faculty of Health Sciences
Office Hours:	By appointment (via telephone or in-person)
Phone:	403.332.5254
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Preferred Contact Method:	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 6 (0830-1130, Penny Building (324-5St S) Room 200 and November 8 (0830-1130, Penny Building (324- 5St S) Room 210.**

Course Dates:

Week	Dates	Format
1	Sept 6	Face-to-face
2	Sept 13	Online
3	Sept 20	Online
4	Sept 27	Online
5	Oct 4	Online
6	Oct 11	Online– TCPS tutorial (No discussion forum)
7	Oct 18	Synchronized discussion
8	Oct 25	Online

Week	Dates	Format
9	Nov 1	Online
10	Nov 8	Face-to-face
11	Nov 15	Reading Week
12	Nov 22	Online
13	Nov 29	Online

REQUIRED TEXTBOOKS:

Storch, J., Rodney, P., & Starzomski, R. (2012). *Toward a moral horizon: Nursing ethics for leadership and practice* (2nd Ed.). Toronto, ON: Pearson Education Canada.

All other required resources are online and available through the University of Lethbridge library databases.

Note that many readings have been identified as required. It is expected that students will use their discretion when reading and how much is read. Moreover, 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:

Other health ethics textbooks students might find helpful are listed below.

1. Baylis, F., Hoffmaster, B., Sherwin, S. & Borgerson, K. (2012). *Health care ethics in Canada* (3rd Ed.). Toronto, ON: Nelson Education.
2. Beauchamp, T. L., Walters, L., Kahn, J., & Mastroianni, A. (2014). *Contemporary issues in bioethics* (8th Ed.). Belmont, CA: Thomson/Wadsworth.
3. Fisher, J. (2013). *Biomedical ethics: A Canadian focus* (2nd Ed.). Don Mills, ON: Oxford University Press.
4. Keatings, M., & Smith, O. (2010). *Ethical & legal issues in Canadian nursing* (3rd Ed.). Toronto, ON: Elsevier.
5. Oberle, K., & Raffin, S. (2009). *Ethics in Canadian nursing practice: Navigating the journey*. 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. 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 your 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 8-10 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
Discussion Forum: A grade will be assigned for each of the following weeks: Weeks 2, 3, 4, 5, 8, 9, 12 & 13 . Initial posts are worth 3% of your weekly discussion forum engagement. Responses to colleagues is worth 2% (1%/response) of your weekly discussion forum engagement. Each week is worth 5% for a total weight of 35% toward the final course grade. The lowest weekly discussion forum grade will be deleted from the total weight.	35%	Ongoing
TCPS 2 Tutorial	15%	Submitted at the student's discretion but no later than Dec 1, 2017
Discussion Facilitation: Part I: Join a synchronized discussion Part II: Lead a discussion on an ethical dilemma arising from the practice setting	10% 20%	Week 7 (one session) Nov 8, 2017
Final paper	20%	Dec 6, 2017

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 forum 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.

Initial posts will:

1. Provide an in-depth response to the guiding question(s) provided by Dr. Sedgwick.
2. Clearly and succinctly apply all aspects of the **critical reasoning framework**. Please see the PowerPoint titled 'Why ethics' if you are unsure of what this framework consists of.
3. Clear application of the ethical framework discussed that week. This will be most apparent in the section where you will discuss and justify the best course of action to take.
4. Be limited to a maximum of 450-500 words (word count is required).
5. Be supported with at least two references (may come from the scholarly or gray literature).
6. Posted by **Friday at 2100h**. This will allow your colleagues to respond to your initial post. Late posts will be reflected in the mark.

Responses to colleagues. These posts consist of:

7. One response to two (2) different colleagues' initial post.
8. No more than 150-200 words. These posts need to professionally *affirm, challenge, and extend* the initial respondent's thinking.
9. Support from the at least one reference (may come from the scholarly or gray literature).

Weekly discussions will begin on Wednesday morning at 0900h, and conclude Sunday evening at 2100h.

Note: This is the **minimum** level of engagement to be successful in this portion of the course. Additional posts are welcomed (and may in fact be necessary to gain clarity) but will not be marked.

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
- 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.

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.

Members of a healthcare profession 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 students develop insight into the ethics of conducting research.

Access the following website and complete the course. Once it is completed, send a copy of the certificate to the instructor.

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

Discussion Facilitation:

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

To complete this objective, students will access appropriate ethical literature, apply an ethical theory in delineating the issue, and engage their 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 7**, students will engage in a one hour long synchronized discussion session. There are three time slots to choose from. Sign up for one of these times will occur the previous week. ***Please note that there are limited spaces in each time slot.*** 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 students to connect with their colleagues and instructor in a format other than through written posts and; 2) to discuss their ideas pertaining to the face to face discussion facilitation.

Prior to the synchronized discussion, students will:

- Write a clear description of a **specific situation** arising from their practice that presents an ethical problem (please omit any identifiers or change any information that may cause someone to be recognized);
- **Clearly state the ethical dilemma;**
- **Identify two ethical frameworks** that might be used to resolve the ethical dilemma. These will be discussed in the discussion facilitation;

- Provide three (3) readings/resources: one that deals with the ethical problem; and one reading for each ethical framework. These resources will be posted for review by the other students prior to the discussion facilitation;
- Develop at least two (2) questions that will be addressed in the discussion facilitation and;
- Present an outline of activities that will be used during the discussion facilitation.

*These items will be posted on Moodle by Wednesday of **Week 6**.*

During the synchronous discussion, students will receive feedback from their colleagues and Dr. Sedgwick regarding clarity of the ethical problem, appropriateness of the ethical framework to analyze the situation, guiding discussion questions and activities that might be used in the discussion facilitation.

Part 2: Face-to-face Discussion Facilitation

The discussion facilitation will occur during the second face-to-face meeting (**Week 10**). During this time, each student will have **10-12 minutes** to engage their peers in a discussion and analysis of the two selected ethical frameworks to resolve an ethical dilemma that arose the practice setting.

Students are encouraged to use critical thinking by asking questions that stimulate reflection, and demonstrate command of the pertinent literature and ethical frameworks.

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

Final Paper:

Using the insights gained from the discussion facilitation and relevant ethical literature, select one of the ethical frameworks that were discussed in the face-to-face discussion facilitation, and develop an 8-10 page double spaced paper (Time New Roman font 12; excluding references) that demonstrates your ability to analyze the ethical dilemma you presented. Use the critical reasoning framework to develop your arguments.

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 <https://www.uleth.ca/ross/accommodated-learning-centre>. 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 grading system is consistent with that established in the Faculty of Health Sciences, effective May, 2002. Please note, for Master's programs, the minimal pass for graded courses is 'B-' and failure is 'C+' or below.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

NURS 5100: Ethics, Policy & Practice

Initial Post Criteria

Criterion	0	1	2
<p>Preparation: Deep reflection upon course readings/materials. Uses the appropriate number of references as per the course syllabus. Draws on relevant evidence. Resources and references are properly cited using APA format. Expression of ideas is clear and succinct. Within the word limit. 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. The post is poorly written with frequent misspellings and/or improper use of terminology. Frequent APA errors. Inappropriate or missing references. Ideas are inconsistent and/or unclear. Posting exceeds or is significantly under the word limit.</p>	<p>Satisfactory preparation prior to posting is evident. Satisfactory understanding of the ethical concepts is evident. Posting is generally clear although ideas could be clarified and better organized. Some grammatical errors, misspelling and/or improper use of terminology is noted. Minor APA format errors. The required number of references are used however, their relevance is questionable. Is slightly (5-7 words) above the word limit.</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. References are relevant and meaningful. Adheres to the word limit.</p>
<p>Contribution: Skillfully incorporates 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>Initial post minimally contributes to the forum discussion. Inappropriately incorporates the resources. 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. Posting does not invite dialogue.</p>	<p>Initial post contributes to forum discussion. At times, resources are awkwardly incorporated into the piece of writing. 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. Posting invites dialogue through questioning and providing thoughtful comments.</p>	<p>Initial post consistently contributes to forum discussion. Incorporates resources appropriately. 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. Post invites dialogue by posing relevant questions and comments.</p>
<p>Dedication: Initial post follows guidelines as per the course syllabus</p>	<p>Initial post is posted after 2100h on Friday.</p>	<p>Initial post is posted on time but within one hour of the deadline.</p>	<p>Initial post is posted well before the deadline (Friday, 2100h) allowing colleagues to respond in a timely fashion.</p>
TOTAL MARK			___/6 x 3% = ___/3

NURS 5100: Ethics, Policy & Practice

Response Posting Criteria

<i>Criterion</i>	0	1	2
<p>Respect: 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. Within word limit as per the course syllabus.</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. Does not adhere to the word limit.</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. Frequently provide constructive feedback. Responds to most questions posed by colleagues. Responses are frequently within the word limit.</p>	<p>Postings are always courteous. Tone of postings invites others to respond, i.e. professional, clear, and considerate of readers' perceptions and experiences. Consistently provides constructive feedback to colleagues. Responds to all questions posed by colleagues. Responses are always within the word limit.</p>
<p>Dedication: Responds to two peers' initial posts.</p>	<p>Postings are frequently not on time and 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 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 timeframe. Postings demonstrate a high level of engagement throughout the week. Required number of postings per week is consistently followed.</p>
TOTAL MARK			____/4 x 2% = ____/2

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

Student: _____

Topic: _____

	0	1	2
Organization	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.
Development of ideas	Description of practice situation is unclear & general. Ethical frameworks are absent. Selected ethical frameworks do not support in-depth analysis of the ethical problem. The readings/resources are unrelated to the ethical problem and/or ethical frameworks. The discussion questions lack focus & clarity & do not encourage exploration the ethical frameworks.	Description of practice situation is somewhat clear & needs more specificity. Reading/resource pertaining to the ethical dilemma assists the participants to develop an understanding of the ethical problem but could be more obviously linked to the ethical problem. Selected ethical frameworks are somewhat suited to encourage in-depth analysis of the ethical problem. The readings pertaining to the ethical frameworks are somewhat relevant. Two discussion questions for analysis of the ethical frameworks are somewhat clear but require more focus.	Description of practice situation is specific & clear. Reading/resource clearly assists discussion participants to develop a understanding of the ethical problem. Selected ethical frameworks are very well suited to support in-depth analysis of the ethical problem. Selected readings pertaining to the ethical frameworks are highly relevant and increase understanding of the framework. Discussion questions are clear, focused, & encourages exploration of the ethical frameworks.
Total			/4 x 10% = /10

Professor's comments:

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

Student: _____

Topic: _____

	0	1	2
Organization	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.
Support for ideas	Use of ethical frameworks is lacking &/or are incorrectly applied. A limited range of the pertinent scholarly literature is used to support the analysis of the ethical frameworks. Parameters of the ethical issue are not identified.	Use of ethical frameworks is correct but there is clear bias toward one of the frameworks. A satisfactory range of the pertinent scholarly literature is used to support analysis of each framework. Parameters of the ethical issue are identified but lack clarity.	Use of ethical frameworks is correct and balanced. A broad range of the pertinent scholarly literature is clearly used to support an analysis of each framework. Parameters of the ethical issue are clearly identified.
Ability to engage group	Discussion questions do not or minimally support dialogue and reflection. Discussion questions 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 ethical frameworks.	Discussion questions support somewhat superficial dialogue and reflection. Discussion questions 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 ethical frameworks.	Discussion questions 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 ethical frameworks.
Total	/6 x 20% = /20		

Professor's comments:

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

Student name: _____

	0	1	2	3
Organization	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.
Development of Ideas	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.
Content and Knowledge	Minimal scholarly references. Quotations are not supportive of the arguments. Awareness of ethical nuances of topic is weak. Understanding of ethical terms is weak. Ethical issue/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 are used excessively. Personal voice is missing. Awareness of ethical nuances of topic is acceptable. Understanding of ethical terms is acceptable. Ethical issue /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. Ethical issue/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. Ethical issue/problem is clearly presented and critically analyzed; evaluation of the topic is excellent.
Synthesis of ideas and depth of argument	Summary of the literature predominates. Stereotypical or ineffective thinking about the ethical issue. Application of the Critical Reasoning Framework: <ul style="list-style-type: none"> Assumptions pertaining to the ethical issue/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 ethical issue. Application of Critical Reasoning Framework: <ul style="list-style-type: none"> Assumptions pertaining to the ethical issue/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 ethical issue demonstrated by comprehensive coverage. Application of Critical Reasoning Framework: <ul style="list-style-type: none"> Assumptions pertaining to the ethical issue/problem are questionable. Evidence for making claims is good. Reasons for adopting/rejecting options are good. 	Thorough analysis and examination of the ethical issue from multiple perspectives. Mastery of the ethical issue and its content; provides subtle and perceptive insights. Application of the Critical Reasoning Framework: <ul style="list-style-type: none"> Assumptions pertaining to the ethical issue/problem are reasonable. Evidence for making claims is excellent. Reasons for adopting/rejecting options are excellent.

Expression of Ideas	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.
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COMMENTS

FINAL GRADE = /15 x 20% = /20

Nursing 5100 Course Schedule

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