

Project Title: “Little Man: Ethics and Advocacy”

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Major Sections	Content
Project Overview	<p>Overall Purpose</p> <ul style="list-style-type: none">• This activity will enhance the ethical decision-making abilities of students in NUR 212. In NUR 111, students are introduced to basic ethical concepts. This module will build on these concepts in NUR 212, which requires that students spend time in a clinical setting, consequently bringing them face to face with real-world scenarios calling for difficult ethical decisions. Students must also remember their role as patient advocate in the midst of these difficult situations. The nature of the activities is to get students to understand the various ethical decision-making models people use, and of course, that the students themselves use. Understanding the benefits and limitations of each model will help them understand their own ethical decisions and to better understand the decisions of others. <p>Project Length</p> <ul style="list-style-type: none">• Two class periods (class periods in NUR courses are 3 hour blocks) <p>Possible Courses for Implementation</p> <ul style="list-style-type: none">• NUR 212 (Activity builds on prior knowledge acquired in NUR 111 and NUR 211)• PHI 240 (Introduction to Ethics)• MED 118 (Medical Law and Ethics)• HCI 230 (Professional Issues) <p>Key Terms</p> <ul style="list-style-type: none">• Ethics, Virtue-based ethics, Duty-based ethics, Consequence-based Ethics, Advocacy, Palliative Care, Hospice Care, Advance Directives, Ethical Dilemma

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	<p>Student Learning Objectives Upon completion of this activity, the student should be able to...</p> <ul style="list-style-type: none"> • Examine moral principles and standards governing relationships in professional nursing. • Identify the purpose of the American Nurses Association (ANA) Code of Ethics. • Summarize the Patient’s Bill of Rights. • Discuss values, ethics, and principles guiding culturally competent care across the lifespan. • Utilize principles of individual advocacy in the delivery of culturally competent care across the lifespan. • Interpret legal and ethical responsibilities of the nurse as patient advocate.
<p>Equipment/Materials</p>	<p>List of Materials and Equipment</p> <ul style="list-style-type: none"> • Movie: Little Man (2005), directed by Nichole Conn <ul style="list-style-type: none"> ○ Available from Amazon; also check your school/local library • TV, DVD player (if playing DVD) or computer with internet connection (if streaming) • Projector • Speakers • ANA Code of Ethics with Interpretive Statements <ul style="list-style-type: none"> ○ Available from https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/ • NUR course textbook • Purdue OWL APA Formatting and Style Guide <ul style="list-style-type: none"> ○ Available from: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html • Students need access to school LRC, online databases, and computer/printer for research and paper writing
<p>Discussion</p>	<p>Industry/Real-world Scenario</p> <ul style="list-style-type: none"> • Students will watch the documentary “Little Man.” (Available in RCCC library or on Amazon.) Movie run time: 1hr 52 min; movie is about a newborn who was born 100 days early weighing just one pound. Students are to consider the ethical issues involved in the delivery and care of this newborn and the role of the nurse as advocate.

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	<p>Proposed Teaching Strategies</p> <ul style="list-style-type: none"> • Discussion • Debate • Research and writing • Identification and analysis of ethical dilemmas
<p>Activities</p>	<p>Activity Preparation for Instructor</p> <ul style="list-style-type: none"> • Review ANA Code of Ethics with Interpretive Statements <ul style="list-style-type: none"> ○ Available from https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/ ○ Post the above link in Moodle or Blackboard for students to review prior to class. • Review “Guide to Code of Ethics for Nurses” Faculty Pak <ul style="list-style-type: none"> ○ Available from http://www.1440n.com/ANA/15-335/3/ • Instructors may find it helpful to view the movie before class so they will know how the story unfolds. Also, make note of ethical dilemmas faced by the healthcare team and the role of the nurse as patient advocate • Reserve TV and/or DVD player from library unless one is available in your classroom. • If your institution requires prior approval of movies before they can be viewed by a class, follow your institution’s policy for gaining approval. • If viewing via Amazon (or other) streaming service, contact IT prior to date of viewing to ensure web filters will allow access to the movie. <p>Activity Steps</p> <ol style="list-style-type: none"> 1. Activate Prior Learning (from NUR 111 and 211): review ethical decision-making models. Normative Ethics and Applied Ethics: Normative ethics consists of several basic models. When applied to real-life situations, we call normative ethics applied ethics because they are, obviously, being applied. <ul style="list-style-type: none"> A. Virtue ethics. Probably the oldest systematized model of ethics, virtue ethics seeks to make virtuous behavior a habit. If I want to be brave, I need to act brave so that it becomes habitual (like the Cowardly Lion in <i>The Wizard of Oz</i>.) Virtues-based education has enjoyed a resurgence in public schools the last couple of decades.

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	<p>B. Duty-based ethics. This ethical model states that we have a duty, or obligation, to behave a certain way. Under this falls the deontological approach, which stipulates that there are certain immutable laws which govern our actions. The Ten Commandments is an example of this type of law. We do not murder or steal because these acts are forbidden. Most people unknowingly use this model. Another example of duty-based ethics is Immanuel Kant’s Categorical Imperative which states we should treat people as an end, never as a means. In other words, we must always treat people with respect. Sometimes duties conflict and we are left with controversy, such as the priest in a confessional who learns the confessor is planning a crime. If the priest tells, the sanctity of the confessional is broken (one duty), but if he does not, others will get hurt, conflicting with the duty to help and protect others. Conflicting duties is a common ethical problem we encounter.</p> <p>C. Consequence-based ethics. These models examine ethical decision-making based on the outcomes of that decision.</p> <ol style="list-style-type: none"> 1. Teleological approach (the “good life” approach). Unlike the deontological approach, which mandates behavior based on a law from on high, the teleological argues that we act a certain way because it is beneficial to us. Thus we do not murder or steal because God tells us it is wrong; we do not do these things because society would fall apart if we did. 2. Utilitarianism (the greatest good for the greatest number of people). Popularized by Jeremy Bentham and John Stuart Mill, this approach argues that we need to look at how actions benefit people as a whole. When the US bombed Hiroshima and Nagasaki during WW II, we justified this based on the estimated 1 million American lives that would be lost taking Japan in a traditional manner. Most people use this approach in the Kidney Exercise. 3. Ethical Egoism. An act is morally justified if it benefits the person doing the act. So keeping someone alive indefinitely on life-support is morally justified if I derive benefit, never mind the suffering of the patient or the monetary and emotional cost to other involved. Often people who think they are using the deontological approach (all life is sacred) are actually employing ethical egoism: I cannot let go. <p>2. Watch the “Little Man” documentary and identify ethical decision-making models used in the film.</p> <ol style="list-style-type: none"> a. Class Discussion/Reflection: <ol style="list-style-type: none"> i. What ethical issues did you identify surrounding Nicholas’s conception and birth? (possible answers include: surrogacy, surrogate supplied inaccurate health history)

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	<p>information, health issues identified in-utero before baby was born, utilization of resources for a child born so early, aggressive vs. comfort care, when should we say “when” or when is enough “enough”?) This is not a debate; at this point in the lesson, students are just identifying ethical issues and how these issues were dealt with in the film.</p> <ol style="list-style-type: none"> ii. What ethical decision-making models were used by the healthcare team in caring for Nicholas? iii. How did the NICU nurses act as advocates on Nicholas’ behalf? Answers should emphasize connections between nursing values basic to client advocacy. Do you feel that the nurses/healthcare team failed to advocate for Nicholas in any instances? <ul style="list-style-type: none"> • Students will then write a 2-3 page research paper (APA style) discussing whether or not the ethical decision-making models identified in the film were appropriate and why. Papers should reflect the individual student’s reasoning and ideas, as well as an understanding of the ANA Code of Ethics. <ol style="list-style-type: none"> 3. Students debate the ethical dilemmas noted in the film and use research findings as basis for their arguments. 4. Allow students to discuss their concerns, personal biases, or experiences they may have had in similar situations in clinical experiences or through personal experience. <p>Expected Results</p> <ul style="list-style-type: none"> • Students will learn how to identify potential/actual ethical issues encountered in clinical practice and utilize appropriate ethical decision-making models to guide decision making. • Students will gain understanding of the importance of the nurse as patient advocate in difficult clinical situations. • Students will demonstrate appropriate argument-based research skills. <p>Extension Options</p> <ul style="list-style-type: none"> • Contact local healthcare organization and have member(s) of the institution’s Ethics Committee discuss the role of the committee and how they come to consensus in difficult situations.
Faculty Resources	<p>Background Material</p> <ul style="list-style-type: none"> • ANA Code of Ethics with Interpretive Statements

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	<ul style="list-style-type: none"> • “Teleological Ethics” available from https://www.britannica.com/topic/teleological-ethics
Assessment	<p>How will students demonstrate what they have learned?</p> <ul style="list-style-type: none"> • Students will identify ethical issues illustrated in the film, ethical decision-making models utilized, and instances where nurses acted as an advocate for the patient. (in-class discussion) • Students will write a 2-3 page paper discussing whether or not the ethical decision-making models identified in the film were appropriate and why. Papers should reflect the individual student’s reasoning and ideas, as well as an understanding of the ANA Code of Ethics. (graded assignment). • Students debate the ethical dilemmas noted in the film and use research findings as basis for their arguments. (in-class debate) <p>Assessment Tools</p> <ul style="list-style-type: none"> • Discussion and debate will be informally assessed by observation of student participation and formulation and support of argument by research findings. • Research paper will be assessed by grading rubric guidelines.