

Date: March 9, 2018
To: EPC Committee
From: Bridget Whitmore
Assistant Dean, BSN Pre-Licensure Program
RE: Request for an Ethics and Civic Engagement General Education Course

I know the committee is currently debating the number of general education courses for the campus. The school of nursing is implementing a senior 1 course: S474 Applied Health Care Ethics for the first time in fall 2018. The students in this cohort have not taken an ethics and civic engagement course as we planned for this course to be the school's ethics and civic engagement course. I want to cover all the bases so the students are not found missing ethics general education credits upon graduation, so I am requesting that S474 be accepted as an ethics and civic engagement course for the school of nursing.

In this document on pages two through fourteen you will find the S474 course syllabus and page six has the ethics and civic engagement general education student learning outcomes with instructional activities/evaluation. The specific ethics activities for the course can be found on pages fifteen through twenty-two.

If you need additional information please let me know before the faculty senate votes on this document in April. Thank you for reviewing the school of nursing's request.



**INDIANA UNIVERSITY
KOKOMO**

SCHOOL OF NURSING

Applied Health Care Ethics

S474

Fall 2018

INDIANA UNIVERSITY KOKOMO
SCHOOL OF NURSING
Course Syllabus
Fall 2018

Number and Title: S474 Applied Health Care Ethics

Credit Hours: 3 credit hours

Contact Hours: 45 hours didactic

Placement in Curriculum: Senior Year, Semester 1

Prerequisite Courses Successful completion of Junior 2 courses

Co requisite Courses: none

Faculty: Amanda R. Leffler
Office: KE 316
Cell Phone: 765-860-6101 (call or text)
Email: leffler@iuk.edu

Course Description: This course is designed to introduce the student to major ethical theory, principles, and models for the recognition, analysis, and resolution of ethical dilemmas in health-care practice.

On rare occasion, in an urgent situation related to a class/clinical that should be in session but the instructor is not there and you are unable to reach the course instructor, and the nursing office (765-455-9288) is closed, you may find it necessary to call Pre-Licensure Assistant Dean Bridget Whitmore (765-) or Interim Dean Mary Bourke (317-358-3628). You should not; however, use these numbers

to leave a message for another instructor or to determine whether you should come to class/clinical due to bad weather or illness as these are individual, not school, decisions.

BSN Program Student Learning Outcomes (SLO) and ESSENTIALS

BSN Program SLO 1: A critical thinker who demonstrates intellectual curiosity and uses evidence as a basis for clinical reasoning and decision making.

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice.

A solid base in liberal education provides the cornerstone for the practice and education of nurses.

Essential III: Scholarship for Evidence Based Practice.

Professional nursing practice is grounded in the translation of current evidence into one's practice.

BSN Program SLO 2: A culturally sensitive person who provides holistic, patient centered nursing care for individuals, families, and communities.

Essential IX: Baccalaureate Generalist Nursing Practice. The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.

Essential VII: Clinical Prevention and Population Health.

Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

BSN Program SLO 3: A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.

Essential VII: Clinical Prevention and Population Health.

Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

BSN Program SLO 4: An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery

Essential V: Health Care Policy, Finance, and Regulatory Environments. Healthcare policies, including financial and regulatory, directly influence the nature and functioning of the health care system and thereby are important considerations in professional nursing practice.

BSN Program SLO 5: An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing.

Essential VIII: Professionalism and Professional Values.

Professionalism and the inherent values of altruism, autonomy, human dignity, integrity and social justice are fundamental to the discipline of nursing.

BSN Program SLO 6: An effective communicator who collaborates with inter professional team members, patients, and their support systems for improved health outcomes

Essential VI: Interprofessional Communication and Collaboration for improving patient health outcomes.

Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

BSN Program SLO 7: A competent care provider who is prepared to practice in the full capacity of the professional nurse role in diverse health care environments

Essential IX: Baccalaureate Generalist Nursing Practice.

The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.

The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

BSN Program SLO 8: An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety.

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety. Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

BSN Program SLO 9: An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.

Essential IV: Information Management and Application of Patient Care Technology.
Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

Ethics and Civic Engagement/General Education Outcomes

<p>Outcome 1 : Students will identify the key elements and approaches to ethical situations and issues & Outcome 2: Students will identify the benefits of making informed judgements with regards to individual and group conduct</p>	
<p>Outcome 1: Component 1: Students will discuss ethical decision making processes with an emphasis on stakeholders</p> <p>Outcome 2: Component 1: Students will articulate personal and group responsibilities</p> <p>Component 2: Students will compare/contrast alternative responses to ethical situations</p>	<p>Discussion: Students will engage in active discussions to different ethical scenarios, and respond to the questions (questions may vary depending on the desired outcome for each scenario). Students will utilize the Four Topic Method for Analysis of Clinical Ethics Cases to make informed decisions, allow for compare, & contrast alternative responses.</p> <p>Sample Questions:</p> <ol style="list-style-type: none"> 1. Identify some of your own prejudices. 2. Discuss the needs of the identified patient in each scenario. 3. What ethical issues are you (the nurse) struggling with as you prepare to provide care? <p>*See attachment for sample scenarios to facilitate learning & Rubric for in-class activity, students will turn in remarks/supporting evidence</p>
<p>Outcome 1 : Students will identify the key elements and approaches to ethical situations and issues</p>	

<p>Component 2: Students will analyze key components/factors of ethical issues in a structured fashion</p>	<p>Quiz: Students will take a quiz on Ethical principles and Ethical Theories as presented in the Giddens book. Chapter 42 of the Giddens book and also referenced in the Butts book Chapter 2</p>
<p>Outcome 2: Students will identify the benefits of making informed judgements with regards to individual and group conduct & Outcome 3: Students will identify the benefits of civic engagement</p>	
<p>Outcome 2: Component 3: Students will discuss ways in which difficult situations can be prevented or ameliorated</p>	<p>Students will apply knowledge gained from accessing the Five Wishes website and complete the "Five Wishes" (in confidence) document in order to learn the process of end of life care and become comfortable with discussing difficult situations with stakeholders and ethical principal "advocacy". Website offers knowledge on (children & adolescents, bilingual, self) and organizational knowledge.</p>

<p>Outcome 3:</p> <p>Component 1: Students will apply the ethics of advocacy to individuals, and/or groups, and/or populations</p>	<p>Reference: Aging with Dignity. 2007. Five Wishes. http://agingwithdignity.org/forms/5wishes.pdf.</p>
<p>Outcome 3: Students will identify the benefits of civic engagement</p>	
<p>Component 2: Students will engage in the sociopolitical environment of a community via service learning or simulation</p> <p>Component 3: Students will analyze global perspectives and contrast with a local community</p>	<p>"Mock" debate wars (Discussion): Students will choose a side of an ethical issue and then offer supporting evidence to determine why their side is correct. Open Discussion/communication in a nonthreatening environment to allow everyone's thoughts and judgements be heard, and provide insight from each other's diverse viewpoint. Pros & Cons, and apply ethical decision-making skills and advocacy for their side and implementing global and local community resources to support their debates.</p> <p>*See attached rubric, turn in remarks/supporting evidence, group assignment, 2 Topics (choose one, pick side): "Global" Anti-vaccination (polio, etc.) and Assisted Suicide.</p>

S474 Program and Semester Student Learning Outcomes

BSN Program SLO	Semester Student Learning Outcomes	Instructional Activities	Evaluation
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		Concepts	Exemplars	
BSN Program SLO 4: An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery	Articulates different perspectives related to issues concerning healthcare delivery to decision makers within healthcare organizations and other policy arenas.	Health Policy	A Impaired nurses-regulations and programs; behaviors that affect RN license (go to ISBN) (torts also)	In-Class Discussions Case Study
BSN Program SLO 5: An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing.	Promotes a positive image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession. See Ethics and Civic Engagement/General Education Outcomes above.	Ethics (A)	Confidentiality Advance Directives Impaired providers Conscience policies Organ Procurement Use of restraints Patient Non-Compliance Health Care for Immigrants	Quiz In-Class Discussions Ethical Argumentative War "Mock" "Five Wishes"
BSN Program SLO 7: A competent care provider who is prepared to practice in the full capacity of the professional nurse	Synthesizes professional skills and knowledge with current healthcare evidence, regulation, and fiscal considerations to improve health of clients, families, aggregates and communities in a variety of healthcare settings.	Anxiety (A)	Focus on reality shock Nurse burnout prevention strategies; affecting patient care; how do ethical dilemmas affect the nurse's emotional state (focus on the	In-Class Discussions Ethical Argumentative War "Mock" Case Study

role in diverse health care environments			nursing job affecting the nurse) ----	
BSN Program SLO 9: An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.	Upholds legal ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy	Ethics (A)	Confidentiality, Conscience policies	

Required Textbooks:

Giddens, J. G. (2017). *Concepts for nursing practice* (2nd ed.). St. Louis, MO: Elsevier.

Butts, J. B., & Rich, K. L. (2016). *Nursing ethics: Across the curriculum and into Practice* (4th ed.). Burlington, MA: Jones & Bartlett

Supporting Websites:

American Nurses Association <http://nursingworld.org/>
Indiana Nurses Association <http://www.indiananurses.org/>
Aging with Dignity - Five Wishes <https://www.agingwithdignity.org/>

Didactic Evaluation Criteria S474

Assignments for Evaluation	Possible Points
"Five Wishes" completed	10
Ethical Argumentative War "Mock"	90
Ethical Principals Quiz x 2 (50 pts)	100
In-Class Discussion Scenarios x 6 (25 pts) (through the life-span topics)	150
In-Class Case Studies x 6 (50 pts) (through the life-span topics)	300
Total	650

Grading Scale:

The student must achieve a 79% or higher in all nursing courses, to successfully progress to the next course. CANVAS grade book is considered the official

grade book for any nursing course. Extra credit is not given nor are grades rounded.

The following grade scale will apply to all nursing courses.

99-100% A+	81-83% C+
96-98% A	79-80% C
93-95% A-	76-78% C-
90-92% B+	73-75% D+
87-89% B	70-72% D
84-86% B-	67-69% D-
	66-below F

Didactic Calendar of Topics, Readings, & Assignments

Date	Topic	Exemplars and Readings	Assignments
1 st week	Introduction to ethics & bioethics and ethical decision making	Read Butts: Chapter 1 & 2, Read Giddens: Chapter 42	In-class Activity ~ discussion
2 nd week	Ethics in Professional Practice	Read Butts: Chapter 3 Read Giddens: Chapter 57 Read Butts: Appendix B-ANA Code of Ethics Exemplars: Impaired nurses-regulations and programs; behaviors that affect RN license (Visit ISNAP Program on ISNA website)	In-Class ~Case Study: Jill becomes disheartened (p. 434-435)

3 rd week	Reproductive issues and nursing ethics Part II: Ethics Across the Life Span	Read Bufts: Chapter 4 Reference Website: Pro's & Cons of genetic Testing http://ghr.nlm.nih.gov/handbook/testing?show=all	In-Class Quiz: Ethical Principals & Theories
4 th week	Infant and Child Nursing Ethics Part II: Ethics Across the Life Span	Read Bufts: Chapter 5	In-Class Case Study: Withdraw Nutrition & Hydration (P. 438-439)
5 th week	Adolescent Nursing Ethics Part II: Ethics Across the Life Span	Read Bufts: Chapter 6 Exemplars: Confidentiality, Conscience policies (religion, case study on johevous witness 433)	In-Class Case Study: Hannah's Secret (p. 441-442) In-Class Activity: Discussion
6 th week	Adult Health Nursing Ethics	Read Bufts: Chapter 7 Exemplar: Organ Procurement, Patient Non-Compliance	In-Class Activity: Discussion
7 th week	Ethics and the nursing care of elders	Read Bufts: Chapter 8 Exemplars: Advance Directives	In-Class Case Study: Whose Wishes Should Be Honored (p. 445-446)
8 th week	Aging and Dying with Dignity	Exemplars: Advance Directives Explore the Five Wishes website:	"Five Wishes" document (Bring 2 examples of Advances Directives to class)

		https://www.agingwithdignity.org/	
9 th week	Ethical Issues in end-of-life nursing care	Read Butts: Chapter 9	In-Class Activity ~ Discussion
10 th week	Psychiatric/mental health nursing issues & Public Health Nursing Ethics	Read Butts: Chapter 10 & 11 Exemplars: Health Care for Immigrants, Use of restraints	In-Class Activity ~ Discussion
11 th week	Ethics in organizations and leadership	Read Butts: Chapter 12 Read Giddens: Chapter 34 Exemplar: Focus on reality shock Nurse burnout prevention strategies; affecting patient care; how do ethical dilemmas affect the nurse's emotional state (focus on the nursing job affecting the nurse).	In-Class Case Study: Reese's Courage to Confront" Maryn's Drug Use (p. 456-457)
12 th week	Ethics in organizations and leadership	Read Butts: Chapter 12 Read Giddens: Chapter 34 Website: http://nursingworld.org/ Exemplar: Focus on reality shock Nurse burnout prevention strategies; affecting patient care; how do ethical dilemmas affect the nurse's emotional state (focus on the nursing job affecting the nurse).	In-Class Activity ~ Discussion
13 th week	Ethics in organizations and leadership	Read Butts: Chapter 12 Read Giddens: Chapter 34 Exemplar: Focus on reality shock Nurse burnout prevention strategies; affecting patient care; how do ethical dilemmas affect the nurse's emotional state (focus on the nursing job affecting the nurse).	In-Class Case Study: Workplace Bullying (p. 455-456)

13 th week	*REVIEW *Group time to finalize details of debate	Review of all ethical principals Work in your groups for ethical argumentative wars presentations	Online Quiz, opens after class
14 th week		Mock Ethical Debates Group 1	
15 th week		Mock Ethical Debates Group 2	
Finals	Final Course Evaluations		

Pool of Scenarios for Ethical Discussion

#1. You are assigned a patient who is schizophrenic. The patient speaks to people who are not there and says things that are very inappropriate. The patient states that you and the doctor are trying to cause harm while providing care. The patient's family is fearful of the patient's behavior, but are concerned that the staff is causing the patient harm.

- A. Disclose your own prejudices/fears
- B. What are your duties as the nurse?
- C. What ethical decisions are you struggling with regarding this patient scenario?

#2. You are providing care for a mom who just delivered a preterm, crack addicted baby. She is a teenager and comes from a dysfunctional and verbally abusive family. They are also drug users and the patient is unsure who the father is to the baby. You need to provide discharge education to the mom for proper care of the baby. You are worried about the home environment of the baby.

- A. Disclose your own prejudices/fears
- B. What do you believe to be the needs of the mother and the baby?
- C. As the nurse, what ethical decisions are you struggling with regarding this patients care?
- D. Legally and ethically what do you owe to this mother and baby?

3. You are working in the ER, and are assigned to care for a gang member. The patient has a gunshot wound in the chest and is repeatedly requesting pain medication, almost to the point of demanding the administration. The nurse giving you report refused to give the patient any pain medications during her shift because she believes the patient is a pain medication seeker.

- A. Disclose your own prejudices/fears
- B. Disclose your duties as the nurse
- C. As the nurse, what ethical decisions are you struggling with regarding this patients care?

4. While working in the intensive care unit, you are assigned to a trauma due to a massive car crash. The patient was a drunk driver who hit a school bus, which killed 12 children and left many injured. The patient's family is at the patient's bedside.

- A. Disclose your own prejudices/fears
- B. As the nurse, what ethical decisions are you struggling with regarding the patients care?
- C. Disclose your duties as the nurse

5. You are working on the cardiac medical/surgical floor and you are assigned to a patient who experienced an emergency appendectomy. The patient is a prisoner at the local jail, and is currently shackled to the bedrails and has two guards at the bedside. The patient is very demanding of your time, and requesting the frequent administration of pain medications and a soda every single time you enter the room.

- A. Disclose our own prejudices/fears/concerns
- B. As the nurse, what ethical decisions are you struggling with regarding the patients care?
- C. Disclose your duties as the nurse

#6 You are caring for an elderly terminal patient. The patient has a poor prognosis; however, the family wants to keep them alive at all cost. One sister notes, she receives government money for

her elderly parent living with her and her being the primary caregiver. One brother wants to allow their parent to die with dignity. There is no living will on file for the elderly patient.

- A. Disclose our own prejudices/fears/concerns
- B. As the nurse, what ethical decisions are you struggling with regarding the patients care?
- C. Disclose your duties as the nurse

#7 A neonate is not viable in gestational weeks but the parents want the neonate to be kept alive. Health care providers know it is futile to attempt sustained resuscitation measures but the parents are insisting.

- A. Disclose our own prejudices/fears/concerns
- B. As the nurse, what ethical decisions are you struggling with regarding the patients care?
- C. Disclose your duties as the nurse

Ethical Discussion Rubric (In-Class Activity)
Pool of Ethical Scenarios

Criteria	Points
Prepare for the discussion prior to class (turn in typed prep by end of class) & be actively engaged in the discussion (5 pts)	
Identify some of your own fears/prejudices (5 pts)	
What are the duties of the nurse (5 pts)	
What are noted ethical issues that might impede your nursing care (5 pts)	
Remain respectful at all times of classmates (5 pts)	
Final Points	/25 pts

“Five Wishes”

Take the burden off the ones you love, by making your wishes know...

Wish #1: The person I want to make care decisions for me when I can't? (2pts)

Wish #2: The kind of medical treatment I want or don't want? (2pts)

Wish #3: How comfortable I want to be? (2pts)

Wish #4: How I want people to treat me? (2pts)

Wish #5: What I want my loved ones to know? (2pts)

Directions for the “Mock” Ethical Debates

Students, nothing gets your mind working more than hearing the different sides of every viewpoint, than debatable topics! You have the opportunity to gain knowledge no matter which side you choose, or which side you support, or which side you do not support!

Excited to bring these ethical dilemmas and debatable topics for a deeper, insightful, and in a respectful learning environment through the debate wars!

You have the opportunity to choose between two topics to explore deeper in your knowledge!

Topics (Choose one): Anti-vaccination or Assisted Suicide

Next, pick a side: You agree with or you disagree with the topic

Start to build your case with your peers in your group, follow the rubric provided below, and then

happy defending your side in a respectful matter! Be prepared to use evidence-based articles to support your viewpoint.

Please remember, there is no one that is more right than the other, the goal is to learn the different viewpoints, global aspects, and why it is ok and ethical to accept the different viewpoints, even if they are different than your own.

Mock Ethical Debate Rubric

Criteria	15 Points	12 Points	6 Points	3 Points	1 Point	Total Points
Understanding of the topic	ALL team members clearly understand the topic in depth and presented their information powerfully and convincingly	ALL team members clearly understands the topic in depth and presented their information with ease	ALL team members seemed to understand the main points of the topic and presented those with ease	ALL team members seemed to understand the main points of the topic, but did not present with ease	ALL team members did not show an adequate understanding of the topic	/15
Information	All information presented in the debate was clear, evidence-based, accurate, and thorough, local and global community resources	Most information presented was clear, evidence-based, accurate, and thorough, local and global community resources	Most information presented was clear, accurate, and thorough, but not evidence-based and did not include local and global community resources	Some information was accurate, but there was minor inaccuracies and not evidence-based, and did not include local and global community resources	Information had major inaccuracies or not evidence-based, did not include local and global community resources	/15
Use of statistical support	Every major point was well supported with several relevant facts, statistics, and examples	Every major point was adequately supported with relevant facts, statistics, and/or examples	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable	Some points were supported well, other points were not supported with example/stats	All points were not supported	/15
Organization	All arguments were clearly tied to a premise and organized in a tight, logical fashion	Most arguments were clearly tied to the premise and organized in a tight, logical fashion	Few arguments were clearly tied to a premise and organized in a tight, logical fashion	Few arguments were tied to the topic, wasn't organized	No argument was made to tie the topic, nor organized to support	/15
Rebuttal	All counter-argu	Most counter-argu	Most counter-argu	Some counter arguments	Counter-argu ments were	

	ments were accurate, relevant, and evidence-based	ments were accurate, relevant, and evidence-based	ments were accurate and relevant, but no evidence-based support	were weak and irrelevant	not accurate and/or relevant	/15
RESPECT for each other (Disrespect will NOT be tolerated)	All statements, body language, and response were respectful and mindful	Statements and responses were respectful and used appropriate language, but body language was not	Most statements and responses were respectful and in appropriate language, but there was one inappropriate remark	Statements, responses and/or body language was appropriate, but responses were inappropriate	Statements, Responses and/or body language were inconsistent, unkind, and not mindful	/15
Total Points						/90

*Reference credit <http://course1.winona.edu/shatfield/air/classdebate.pdf>

Ethics Case Study Rubric

Criteria	Points
Group identifies the ethical dilemma: Able to describe the dilemma in details by gathering pertinent data and answering the questions with supporting facts	/10
Group Identifies the stakeholder/s: Able to determine who should be involved in the decisions making process and identifies all invested or interested stakeholders, and key players involved in the case study	/10
Group identifies alternatives: Identify the pros/cons and the associated consequences in depth	/10
Group compares and evaluated the ethical arguments: Reference the ANA code of ethics and determine if the ethical decisions support the reasoning of the group. Discuss the ethical alternatives with each other, and explore any unjustifiable issues	/10
Group is able to problem solve, make ethical decisions, and critically think: Utilize problem solving skills, critical thinking skills and provide ethical decisions throughout the case study and provide rationale to support the answers to the questions	/10
Overall Group Case Study	/50

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Ethics Quiz

1. Bioethics is the opposite of healthcare ethics.
 - a. True
 - b. False

2. Select all that apply. Which of the following documents were key to the development of laws and principles related to research with human subjects?
 - A. The Belmont Report
 - B. The National Research Act
 - C. Principles of Biomedical Ethics
 - D. Institutes of Health Report

3. Respecting a patient's autonomy in the healthcare setting is shown by:
 - A. Deciding the tub is a better option for a homecare patient based on your opinion
 - B. Obtaining informed consent prior to treatments/procedures
 - C. Choosing a patient's meal for them based on your medical opinion
 - D. Not sharing with others that a patient has a communicable disease to avoid Embarrassment

4. Nonmaleficence is the same as doing good.
 - a. True
 - b. False

5. Which of the following is an example of an ethical conflict that could arise as a healthcare provider?
 - A. Helping a patient understand why they need to take blood pressure medication daily
 - B. Teaching a young person with AIDS how to prevent the spread of the disease while maintaining social dignity
 - C. Helping an elderly person understand an informed consent document prior to a procedure
 - D. Teaching a newly diagnosis diabetic patient how to give themselves insulin injections

6. Ethical dilemmas are extremely popular and we face them in almost every decision we make as humans.

- a. True
 - b. False
7. Paternalism is used to protect persons from their own non-voluntary conduct. What is the different between soft paternalism and hard paternalism?
- A. Soft paternalism is used when people are unable to make good decisions themselves and need help, while hard paternalism is used to prevent harm even though someone's actions are by choice.
 - B. Hard paternalism is used when people are unable to make good decisions themselves and need help, while soft paternalism is used to prevent harm even though someone's actions are by choice.
 - C. Soft paternalism is recognized and appropriate in society while hard paternalism is rejected by society
 - D. People with depression and addiction issues often benefit from hard paternalism while people that make informed, autonomous decisions that are harmful benefit from soft paternalism
8. Under which topic heading from the Four Topics Method to approach an ethical decision would the following question fall? If incapacitated, has the patient expressed prior preferences?
- A. Medical indications
 - B. Patient preferences
 - C. Quality of life
 - D. Contextual features
9. Why is nursing ethics distinguishable from other healthcare ethics?
- A. Because it is highly relatable to nursing theory, emphasizing the agreement between ethics and nursing practice
 - B. It is the same as other healthcare ethics
 - C. Because it is highly different from other healthcare ethics
 - D. It is different from other healthcare ethics but the same as bioethics in other Disciplines
10. Which of the following would automatically be considered a case of negligence by a nurse?
- A. Failure to follow a physician's order

- B. Failure to follow standards of care
- C. Stopping a treatment that may cause harm
- D. Using equipment appropriately