



## Clinical Ethics

PEIMS Code: N1302121

Abbreviation: CLINETH

Grade Level(s): 11-12

Award of Credit: 1.0

### Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

### Course Description:

The Clinical Ethics course is a practical review of a discipline that provides a structured approach to assist health professionals in identifying, analyzing, and resolving ethical issues that arise in clinical practice. Students analyze ongoing developments in advanced medical technology. The course may raise awareness of or concerns about the ethical dimensions of clinical care. Students will leave the course with a practical awareness of how to respect diverse perspectives on ethics, morals, and values in healthcare.

### Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in grades 11-12. Recommended prerequisites: Principles of Nursing Science and Science of Nursing. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
  - (1) Career and Technical Education Instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - (2) The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
  - (3) Clinical Ethics is a practical discipline that provides a structured approach to assist health professionals in identifying, analyzing, and resolving ethical issues that arise in clinical practice. Students will discover ongoing developments in advanced medical technology. The course may raise awareness of, or concerns about the ethical dimensions of clinical care. Students will gain an understanding on how to respect diverse perspectives on ethics, morals, and values in healthcare.

- (4) To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others.
  - (5) Professional integrity in the health science industry is dependent on acceptance of ethical and legal responsibilities, recognizing limitations, and understanding the implications of healthcare professional’s actions.
  - (6) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
  - (7) Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.
- (c) Knowledge and Skills.
- (1) The student applies professional standards/employability skills as required by healthcare systems. The student is expected to:
    - (A) apply appropriate verbal and non-verbal communication in a clear, concise, and effective manner;
    - (B) apply appropriate adaptability skills such as problem solving and creative thinking;
    - (C) create or evaluate a career plan using method such as educational pathways, career goals, and individual aptitudes;
    - (D) employ teamwork in the classroom or simulated work environment;
    - (E) create an occupation-specific resume; and
    - (F) demonstrate the soft skills desired by employers in a simulated healthcare environment.
  - (2) The student analyzes the general concepts of ethics, values, and morals. The student is expected to:
    - (A) describe the concepts and meaning of ethics, including ethical codes, ethical autonomy, and institutional hierarchy constraints;
    - (B) define values and how they are developed by lived experiences;
    - (C) explain morals, including altruism, and their impact on society;
    - (D) differentiate between ethical perspective and ideas about ethics and morality;
    - (E) analyze ethical behavior in relation to healthcare standards;
    - (F) list the steps for ethical analysis and reasoning, including determining and obtaining relevant information, conceptual clarity and distinctions, constructing and evaluating arguments, and anticipating and responding to objections; and
    - (G) apply ethical analysis and reasoning, including knowledge of basic ethical principles and identification of ethical issues to address moral dilemmas.
  - (3) The student demonstrates knowledge of personal responsibility as related to institutions and public policy. The student is expected to:
    - (A) define the scope of personal responsibility;

- (B) explain the role of ethics committees in an institution;
  - (C) describe how public policy and laws, including advance directives, living wills, and whistle blowing, impact personal responsibilities and institutions; and
  - (D) differentiate between personal -responsibility and institutional or public policy.
- (4) The student understands components of ethical behavior related to healthcare. The student is expected to:
- (A) describe the ethical and legal concepts used in nursing practice, including privacy via the Health Insurance Portability and Accountability Act (HIPAA), nonmaleficence, malpractice, negligence, informed consent, and advance directive;
  - (B) evaluate the impact of local organizations on nursing practices, including hospital ethics committees, local health departments, and peer review committees;
  - (C) analyze the eight rights of medication administration required in nursing practices, including right patient, right medication, right dose, right route, right time, right documentation, right reason, and right response;
  - (D) describe the healthcare code of ethics in relationship to federal agencies, including Food and Drug Administration (FDA), Centers for Disease Control and Prevention (CDC), Occupational Safety and Health Administration (OSHA), National Institute for Occupational Safety and Health (NIOSH), Joint Hospital Commission, National Institutes of Health (NIH), and the Environmental Protection Agency (EPA); and
  - (E) describe the accountability for personal actions and ethical behaviors, such as time out, resources to provide care, communication norms, fidelity, autonomy, veracity, justice, and collaborations within the healthcare team, related to patient care.
- (5) The student understands the importance of ethical principles in nursing practices. The student is expected to:
- (A) evaluate the Patient's Bill of Rights impact on nursing practices, including the right to accurate information regarding health plans, easily understood information, right to choose healthcare providers, the right to privacy, the right to considerate and respectful care, and access to emergency services;
  - (B) describe the need to carry personal professional liability insurance;
  - (C) identify the ethical standards included in obtaining and sustaining professional certifications;
  - (D) analyze the professional codes of ethics by the American Nurses Association (ANA) for nursing practice, including respect for human dignity; primacy of the patients' interests; protection of the rights of privacy and confidentiality; authority, accountability, responsibility, duty to self and others; moral virtue and values; contributions through research and scholarly inquiry; and health is a universal right;

- (E) identify the roles and responsibilities of the Texas Board of Nursing (BON), including regulating nursing practices and establishing guidelines for nursing education; and
  - (F) role-play the application of ethical standards using resources such as medical research and the internal review process, case studies, and scenarios.
- (6) The student understands how competent nursing practices can reduce the occurrence of ethical dilemmas. The student is expected to:
- (A) summarize how maintaining the accuracy and privacy of health records and information are essential ethical behaviors;
  - (B) describe how to accurately monitor client response to treatment or therapy using ethical practices such as proper documentation, notification, and re-evaluations;
  - (C) evaluate the importance of maintaining inventory of medical supplies or equipment to safely provide care;
  - (D) analyze the impact of staffing patterns and nurse-to-patient ratios on ethical nursing practices;
  - (E) describe how cultural and religious beliefs of a patient influence ethical nursing practices such as blood transfusions, palliative care, withholding information, organ donations, advanced care plans, and end-of-life decisions; and
  - (F) differentiate between a nurse's clinical decisions-making authority and other healthcare professionals.
- (7) The student understands potential solutions to selected ethical situations. The student is expected to:
- (A) assess the implications of ethical patient care decisions as a part of integrated team-based healthcare, such as working with physicians, social workers, and other ancillary healthcare providers;
  - (B) describe the necessity and limitations of moral resilience in nursing practices, including acting as an advocate and staff morale;
  - (C) apply conflict management strategies such as patient interactions, integrated team dynamics, and response to written or verbal orders related to nursing practice in ethical situations;
  - (D) assess the ethical implications related to the use of medical innovations such as use of stem cell technology, cloning, genetic engineering, and medical research studies;
  - (E) assess the ethical implications related to the use of healthcare in end-of-life care, such as hospice or palliative care;
  - (F) evaluate the effects of ethical personal behaviors, including strategies that promote resilience, reflection, hope, thankfulness, and maintaining wellness, in an integrated healthcare team setting; and
  - (G) differentiate between ethical and unethical practices in nursing, including scope of practice, accepting gifts, solicitation, theft, maintaining confidentiality, and falsifying documentation.

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- (8) The student demonstrates knowledge of the concept of moral care as related to nursing practices. The student is expected to:
- (A) define dignified care, including patient privacy, courtesy and respect, and mutual trust;
  - (B) describe the components of safe care, including improving individual knowledge, punctuality, attention to accuracy, and improving patient self-care;
  - (C) explain how professional fairness and equal distribution of resources are essential elements of fair care; and
  - (D) analyze how knowing each patient as a person who has different needs, including economic and spiritual, will improve patient outcomes.

### Recommended Resources and Materials:

Dennison, Robin, John Rosselli, and Anita Dempsey. *Evaluation beyond Exams in Nursing Education: Designing Assignments and Evaluating with Rubrics*. New York: Springer Publishing Company, 2015.

Ellis, Peter. *Understanding Ethics for Nursing Students*. London: Learning Matters, 2020.

Emanuel, Ezekiel J. *Ethical and Regulatory Aspects of Clinical Research: Readings and Commentary*. Baltimore: Johns Hopkins University Press, 2004.

Mills, S., and D C Bryden. "A Practical Approach to Teaching Medical Ethics." *Journal of Medical Ethics* 36, no. 1 (2010): 50-54. Accessed May 18, 2021. <http://www.jstor.org/stable/20696716>.

Reiser, Stanley Joel., Ruth Ellen. Bulger, and Elizabeth Heitman. *The Ethical Dimensions of the Biological and Health Sciences*. Cambridge: Cambridge University Press, 2002.

Simmers, Louise M. *DHO Health Science*. Cengage Learning, 2018.

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. New York: Broadway Paperbacks, an Imprint of the Crown Publishing Group, a Division of Random House, 2011.

Texas Board of Nurses. *Nursing Practice Act, Nursing Peer Review, and Nurse Licensure Compact*. Accessed May 18, 2021.

[https://www.bon.texas.gov/pdfs/law\\_rules\\_pdfs/nursing\\_practice\\_act\\_pdfs/NPA2019.pdf](https://www.bon.texas.gov/pdfs/law_rules_pdfs/nursing_practice_act_pdfs/NPA2019.pdf).

Texas Health and Human Services. *Ethics Module*. Accessed May 18, 2021.

<https://hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/QMP/EthicsModule.pdf>.

Volbrecht, Rose Mary. *Nursing Ethics: Communities in Dialogue*. Upper Saddle River, NJ: Prentice Hall, 2002.

### Recommended Course Activities:

- Case Study ("In nursing, educators utilize case studies to provide students with real-life or imagined clinical patient experience, without risking the safety of real patients.)
- Group Discussion ("Discussion encourages students in the development of language and public speaking skills, as well as social interaction with sharing of ideas.")

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- Current Ethical Event (Current events help students relate the topic to real-life situations and patient experiences. Students can better apply theoretical concepts when they are demonstrated in a way they can understand.)
- Role-play
- Research projects
- Review journals and articles
- Assigned reading
- Interactive simulations
- Guest speaker/testimonials

### Suggested methods for evaluating student outcomes:

- Participation in a debate, class discussion, or discussion board ("Evaluation of participation is exceptionally valuable in the "flipped classroom" where students are expected to use learning materials developed and or selected by the educator prior to coming to class. The student is then expected to participate in active learning strategies such as discussion, case studies, or problem-based learning.")
- Reflective Journal or Essay ("Affective learning is supported as reflective journaling promotes student inquiry and understanding of the value, relevance, and moral and ethical implication of the content being learned through experience.")
- Venn diagram compare and contrast
- Concept mapping
- Research presentation
- Simulation scenarios of clinical ethics
- Exam

### Teacher qualifications:

An assignment for Clinical Ethics is allowed with one of the following certificates.

- Health Science: Grades 6-12.
- Health Science Technology Education: Grades 8-12.
- Vocational Health Occupations.
- Vocational Health Science Technology.

### Additional information: