Target Audience: Nursing

Ethics for Professionals 101 – 105

As health care professionals you recognize your moral and legal responsibility to interact with patients and their families, peers, employers, government agencies and third party payors with a firm ethical stance. A part of every health provider's education is ethical awareness and the legal and moral correlates that go along with it. It is important to continually review and reflect on all the decisions that are made every day in clinical practice that, at their core, are ethical decisions.

This 5 module program covers the "soup to nuts" of professional ethics using real life scenarios and problem solving to introduce, explain and cause reflection on many aspects of clinical care. Each module is self-contained, covering a different aspect of professional ethics.

101.   Morality and Ethics: What Are They and Why Do They Matter?
102.   The Ethical Goal of Professional Practice and Prototypes of Ethical Problems
103.   A Six-Step Process of Ethical Decision Making in Arriving at a Caring Response
104.   Why Honor Confidentiality?
105.   Why Care about Informed Consent?

Learning Objectives:

- Define morality and ethics and distinguish between the two
- Describe three moralities that health professionals must integrate into their own moral life
- Identify some major sources of moral beliefs in Western societies
- Distinguish between an ethical issue and ethical problem
- List three ways that ethics is useful in everyday professional practice
- Describe what material cooperation entails
- Identify some mechanisms available to protect the personal moral convictions of health professionals
- Identify the goal of professional ethics activity.
- Describe the basic idea of a caring response and some ways this response in a professional relationship is distinguished from expressions of care in other types of relationships.
- Identify three component parts of any ethical problem.
- Describe what an agent is and, more importantly, what it is to be a moral agent.
- Name the three prototypical ethical problems.
- Describe the role of emotions in ethical distress.
- Distinguish between two varieties of ethical distress.

- Compare the fundamental difference between ethical distress and an ethical dilemma.
- Define ethical paternalism or parentalism.
- Describe a type of ethical dilemma that challenges a professional's desire (and duty) to treat everyone fairly and equitably.
- Identify the fundamental difference between distress or dilemma problems and locus of authority problems.
- Identify four criteria that will assist you in deciding who should assume authority for a specific ethical decision to achieve a caring response.
- Identify six steps in the analysis of ethical problems encountered in everyday professional life and how each plays a part in arriving at a caring response.
- Describe the central role of narrative and virtue theories in gathering relevant information for a caring response.
- List four areas of inquiry that will be useful when gathering relevant information to make sure you have the story straight.
- Describe the role of conduct-related ethical theories and approaches in arriving at a caring response.
- Describe why imagination is an essential aspect of seeking out the practical alternatives in an ethically challenging situation.
- Explain how courage assists you in a caring response.
- Identify two benefits of taking time to reflect on and evaluate the action afterward.
- Define the terms confidential information and confidentiality.
- Identify the relationship of a patient's legal right to privacy with his reasonable expectations regarding confidential information.
- Describe how the telling and keeping of secrets is relevant to understanding the importance of confidentiality.
- Discuss the ethical norms involved in keeping and breaking professional confidences.
- Name five general legal exceptions to the professional standard of practice that confidences should not be broken.
- Describe some practical options that a professional can take when faced with the possibility of breaking a confidence.
- Discuss some important aspects of documentation that affect confidentiality.
- Compare ethical issues of confidentiality traditionally conceived with those that have arisen because of computerized medical records and patient care information systems.
- Describe the key ethical strengths and challenges of the recent U.S. federal regulations related to privacy considerations (Health Insurance Portability and Accountability Act of 1996).
- Describe three basic legal concepts that led to the doctrine of informed consent.
- Describe three approaches to determining the disclosure standard for judging that a patient or client has been informed.
- Discuss three major aspects of the process of obtaining informed consent.
- Distinguish "general consent" from "special consent" documents.
- Differentiate between the never-competent and once-competent patient or client and the challenges posed by each in regard to informed consent.

- Compare informed consent as it is used in health care practice and in human studies research.
- Describe some considerations one must always take into account to be sure one is being culturally competent and honoring cultural difference when informed consent is the standard.

A) Criteria for earned credit:

o Each of the 5 modules may be taken individually. Each individual module must be completed in its entirety to earn credit for that module. If the entire 5 module course is purchased, the entire 7-hour program must be completed to have credit awarded. Once started, a course must be completed within that licensing cycle in which it was started.

o To earn the approved contact hours of credit the participant must complete the reading of all materials and correctly answer all quiz questions.

o The participant must complete the course evaluation questionnaire.

o Courses have a timer that does not allow a participant to proceed through the program in less than the allotted time. Utilizing the Mastery approach to learning, there are quiz questions throughout the course that reinforce the key concepts of the course. Questions must be answered correctly to proceed through the course.

B) Disclosure of Conflicts of interest

o The planners and presenters report no conflict of interest and agree to present the material of this course without bias or promotion

C) Any sponsorship or commercial support

o This program has not received financial support from any commercial interest.

D) Non-endorsement

o *"Approval for contact hours through the AANN is based on an assessment of the educational merit of this program and does not constitute endorsement of the use of any specific product or modality in the care of clients."*

F) Expiration Date for awarding Contact Hours

This continuing nursing education activity was approved by the American Association of Neuroscience Nurses, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation.

AANN approval code 1015/7/0
Approved through 10/15/2018