Target Audience: Nursing

Ethics for Professionals 102

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.

102. **The Ethical Goal of Professional Practice and Prototypes of Ethical Problems**

   a. The Ethical Goal of Professional Practice and Prototypes of Ethical Problems
   b. Prototypes of Ethical Problems
   c. Prototypes of Ethical Problems Con't
   d. Considerations in Moral Agency
   e. Ethics Theories and Approaches: Conceptual Tools for Ethical Decision Making
   f. Ethics of Care Approach
   g. Principles and a Caring Response

Learning Objectives:

- 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.

A)   Criteria for earned credit:

o 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