Bioethical Decision Making in Nursing 5th edition Husted Test Bank

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Instructor's Manual to Accompany

BIOETHICAL DECISION MAKING IN NURSING

5th Edition Teacher's Manual

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A Note to Educators

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AN ALTERNATIVE

Symphonology establishes from the start that contemporary methods of ethical decision making are not adequate for situations created by modern health care. Departure from confusing and paradoxical methods allows the student freedom to consider ethical dilemmas in a realistic light. Students learn to choose the best resolution for the patient rather than a resolution that simply makes the nurse immune from criticism.

Undergraduate nursing (or any health care professional) students, given permission to consider a particular dilemma in the context of nurse/patient agreement, will then begin to examine each situation individually rather than try to pick an answer from a list of irrelevant, often conflicting rules. Graduate students will readily take to this system as it addresses what they find conflicting and frustrating in their own practice. Ethical justification ceases to be a matter of unchosen duties, collective benefit, and social or personal sentiments and, as befits a health care system, becomes the preservation and enhancement of a patient's life as the patient will live it. Those with restrictive personal beliefs are better able to begin examination of a dilemma with the patient's uniqueness, rather than their own uniqueness, in mind.

Symphonology neither creates artificial boundaries around ethical dilemmas nor forces individuals to surrender their personal values. Because the basis of symphonology is agreement, discussions are focused on understanding commonalities and differences brought to awareness by the context. Students, and all learners, are not forced to choose sides, but become concerned with what is most beneficial to the individual patient and how it can be best brought about in practice.

The practice of symphonology enables professionals to relate ethical decisions and actions directly to their nursing practice. Holland (1999) distinguished between actions that are inept and actions that are unethical. He used the example of a nurse speaking offensively to a patient and identified this as merely inept, not unethical behavior. With understanding of the standards of symphonology comes the knowledge that inept practice is unethical. Ethical behavior becomes a matter of ongoing intelligible sequences, not sudden episodes that arise unexpectedly in times of crisis. For students, this emphasis on ethics as a basis for practice highlights the value of accountability and responsibility in practice.

TIPS ON THE USE OF THE TEXT FOR THE EDUCATOR

The information presented in this book will guide the student in developing ethical knowledge that is

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applicable to all situations. It establishes the foundation of ethics and ethical decision making. Case studies throughout the book provide examples of each concept and impetus for classroom discussion. Coope (1996) expressed concern that the use of case studies in teaching ethics serves to misrepresent the extent to which the choice of ethical action is controversial, and that discussion of case studies promotes the consideration of options that are immoral. The practice of symphonology eliminates these concerns because the outcome is not a matter of choosing right from wrong, but of identifying the rightful beneficiary and recognizing what will most benefit the individual in question.

There are some cases in the book that are not analyzed, which furthers a student's experience in ethical decision making. Beginning with Chapter 3, these cases appear at the end of the study guide and are only analyzed in the Instructor's Manual. The cases deal with the everyday ethical practice of health care professionals, as well as very complex dilemmas that are not as frequently faced. Discussing case studies helps clarify the meanings of the standards that guide ethical analysis. Placing students in small groups to discuss the cases and then report their conclusions also helps them to verbalize and internalize the process and concepts.

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BIOETHICAL DECISION-MAKING AND THE NURSING PROCESS

The bioethical decision-making process is very much like the nursing process. In the nursing process, the nurse must assess what is called for in the situation. The same is true for making contextual and justifiable bioethical decisions. One assesses the context to gain knowledge of why one is deciding what one is deciding, and doing what one is doing. Planning is corollary to analysis. One plans through analysis what the course of interaction will be for nurse and patient in the patient's context. Then the implementation of this planning is brought about by acting on the decision made as guided by bioethical standards. (This action will often require other health care professionals to implement the decision made.) No process can be known to be complete until it is possible to evaluate the results.

PREAMBLE TO THE STUDY GUIDE

For each chapter, there is a summary; lists of areas of focus; two, three, or more suggestions for classroom activities; and 10 objective test questions (with the exception of Chapter 1, which has only has five questions). The test bank questions at the end of each chapter use the two types of questions that now appear on the NCLEX exam—single answer and select all that apply. We realize that test bank questions may or may not be useful, depending on the level of the student, how the content is taught, and many other variables, but we put them there for you to use as you deem appropriate. Most, if not all, of the

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activities in the Instructor's Manual can be adapted for an online format. What activities you select will depend on such things as level of the students, time available, and what fits best with what you have covered in class. Remember to refer to the Study Guide at the end of each chapter of the textbook for additional suggestions for classroom discussion or assignments for individuals or student groups.

REFERENCES

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Foreword

It is very important to have the students read the foreword to the textbook. The content gives some background information, discusses bioethics, presents the origins of symphonology, and more. In addition, the information in the foreword gives the rationale for the use of "rights" as a singular term.

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CHAPTER 1

Ethical Foundations

CHAPTER SUMMARY

The chapter begins with the purpose of ethics and moves to discuss bioethics. Then a simple paradox is presented. The resolution to this paradox illustrates a number of basic points such as the process by which one learns the nature of one's self and others, how one produces one's own development, how one discovers what it is to be a fully developed person, and how ethical thought and action can be mastered. The ethical history of every individual recapitulates the history of mankind. In each case, the original inspiration of ethical thinking and the aim of ethics is the resolution to the problem of successful living. This will be the approach to ethics taken in this book—the successful pursuit of life, health, and well-being. It is the pursuit of this that Socrates, the first great ethicist of the Western world, called a life worth living. The purpose and need for ethics is described. This is captured well in the vignette of an individual being marooned on a desert island. This location, along with the health care setting, is a test of one's character and a challenge to one's ethical nature. Bioethics is discussed in some detail since this is the focus of the book. There is a brief discussion of a practice-based ethic that is also discussed in other chapters, but with a different focus. A very brief discussion (an extensive discussion is in Chapter 6) of the four prominent ethical systems (deontology, utilitarianism, social relativism, and emotivism) is given to help the reader see that something more is needed; that these are not sufficient for bioethics. The chapter ends with a brief discussion of symphonology as a practice-based, patient-centered ethic.

MAJOR FOCUS AREAS

Need to understand oneself Purpose of ethics
Bioethics
The importance of understanding self and others
Human behavior and human character
Virtue Purpose of practice-based ethics Need for ethics when alone on a desert island Brief overview of the contemporary ethical systems
Beginning discussion of Symphonology

CLASSROOM ACTIVITIES

Activity 1: Self-Awareness and the Meaning of Being Human

Have students do the following:

- Discuss what they know about themselves that can guide their interaction with others.
- Conduct a thought experiment about characteristics of humanness and relate it to what they know about themselves.
- Imagine that you know nothing about yourself or of what it means to be human; you have been beamed

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in from outer space where there are no rational life-forms. Discuss how you could care for others without any knowledge of what it means to be human. Could you?

Activity 2: Regarding the *Movie Castaway* (if not everyone has seen it, a very brief description can be given)

- Did the main character need ethics? Why or why not.

Activity 3: Journaling

- Have students discuss or write in a journal the injustices that they see in health care.
- Take one of the injustices and have them examine how they could begin to make a change.

TEST BANK QUESTIONS FOR CHAPTER 1

1. The purpose of ethics is: **(Select all that apply)**
   A. Acting on one's beliefs
   B. Making judgments of benefit versus harm*
   C. Creating ethical situations
   D. Dealing with alternatives*

2. The paradox of the hammer relates to: **(Select all that apply)**
   A. The value of similarities with other humans*
   B. Knowing yourself first through others*
   C. The value of learning through experience*
   D. The understanding of self*

3. If alone on a desert island, ethical decision making is:
   A. Necessary
   B. Possible
   C. Possible but not necessary
   D. Possible and necessary*

4. Symphonology is the study of:
   A. Interactions among similar people
   B. Agreements*
   C. Ethical decisions and actions
   D. Systems of ethics

5. Symphonology holds that certain things matter such as: **(Select all that apply)**
   A. Character*
   B. Bringing about the greatest good for the greatest number
   C. Intention*
   D. Virtue*

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CHAPTER 2

The Ethical Journey

CHAPTER SUMMARY

The beginning of the foundation of Symphonology is explored. Individual rights is defined and discussed as the foundation for ethical interaction. *The first humorous vignette uses an example of cavemen to "drive home" the importance of individual rights and the disastrous effects of aggression.* The importance of purpose and justifiability to the resolution of dilemmas is comprehensively discussed. Essential for success in developing ethical practice is the need to recognize the nature of human beings, the need to identify the nature, demands, and purpose of the health care setting, and the need to recognize the **authority** that guides and justifies ethical actions. These form the essential parts of the chapter.

MAJOR FOCUS AREAS

Flawed ethical decisions versus unflawed decisions
The role of justification and purpose in bioethical decision making
The role of nurse and patient
Ethical individualism and the law
The importance of individual rights and rights as a singular term
The ethical approach between the nurse and the patient
Trust and obligation
The skills needed to make the journey to objective, justifiable, and appropriate ethical decisions

CLASSROOM ACTIVITIES

Activity 1: The Caveman (*First Humorous Vignette)* and Individual Rights

Have students review the caveman scenario and then discuss the following:

- If there was no such thing as individual rights, what would the world be like?
- What is the importance of individual rights on the enhancement of life—yours and the patient's life?
- Why is it necessary for rights to be a singular term?
- What happens if rights were considered a plural term?
- What is the most important lesson to be learned from this humorous vignette?

Activity 2: The Nurse as the Agent of a Patient and the Nurse as His or Her Own Agent

Have students discuss the following:

- What it means to be an agent for someone else.

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