



Your Pathway to a Brighter Future

COLLEGE OF NURSING
Carlatan, San Fernando City, La Union

NCM108

PHILOSOPHY

We believe in student centered approach to education and management.

We believe in achieving a lot with limited resources by knowing what other institutions are doing, adopting or improving and using that can be applied to the College.

We believe that a strong continuing faculty and staff development program in the college is a vital component of the total effort to attain the main goal of the College.

We believe in the stability and strength as a base for achieving quality education, relevant to national means and development of the total person.

We believe above all that giving honor and glory to God in everything we do, is most important in all official activities of the college.

VISION

We envision Lorma Colleges as an educational institution with a global perspective emphasizing quality, Christian values, and leadership skills relevant to national development.

MISSION

To empower students for service anywhere in the world through Christian-inspired, quality-driven, and service-oriented education and training.

INSTITUTIONAL GRADUATE ATTRIBUTES	INSTITUTIONAL OUTCOMES	
GOD FEARING	IO1	Internalize the Christian values
	IO2	Model the Christian values in their personal and professional lives.
DECISION MAKER, CRITICAL AND CREATIVE THINKER	IO3	Generate ideas and insights utilizing appropriate judgment in decision making.
	IO4	Utilize higher order thinking skills in decision making towards innovation and creating new technologies
	IO5	Apply innovative methods and new technologies to solve different problems and making decisions effectively
EFFECTIVE COMMUNICATOR	IO6	Communicate effectively ideas or knowledge through listening, speaking, reading, writing using culturally appropriate language.
SERVICE-DRIVEN CITIZEN	IO7	Imbibe the service-orientedness to oneself, to oneself, to one's profession and towards the community.
REFLECTIVE LIFE LONG LEARNER	IO8	Commitment to continuously upgrade one's education through readings, seminars and trainings
COMPETENT PROFESSIONAL	IO9	Perform exceptional knowledge, skills and right attitude in accomplishing duties and responsibilities beyond acceptable standards.

NURSING PROGRAM OUTCOMES		INSTITUTIONAL OUTCOMES	VISION	MISSION	PHILOSOPHY
After 4 years, the Lorma graduate will:					
1	Execute professional and social competence in the fields of specialization in accordance to national and international standards. More specifically, the Lorma graduate will be able to:				
	1.1 apply knowledge of physical, social, natural and health sciences and humanities in the practice of nursing;	IO1; IO9	✓	✓	✓
	1.2 provide safe, appropriate, and holistic care to individuals, families, population group and community utilizing nursing process;	IO3; IO4; IO7; IO9	✓	✓	✓
	1.3 apply guidelines and principles of evidence-based practice in the delivery of care;	IO5; IO8; IO9	✓	✓	✓
	1.4 communicate effectively in speaking writing and presenting using culturally appropriate language;	IO6	✓	✓	✓
	1.5 document to include reporting up-to-date client care accurately and comprehensively;	IO9	✓	✓	✓
	1.6 work effectively in collaboration with inter, intra, and multi-disciplinary and multi-cultural teams;	IO5; IO9	✓	✓	✓
	1.7 practice beginning management and leadership skills in the delivery of client care using a systems approach;	IO5	✓	✓	✓
	1.8 conduct research with an experienced researcher; and	IO5; IO9	✓	✓	✓
	1.9 apply techno-intelligent care systems and processes in health care delivery.	IO4; IO5; IO9	✓	✓	✓
2	Develop high level of comprehension for decision-making and critical thinking through continuous educational advancement necessary to personal and professional empowerment. In particular, the Lorma graduate will be able to:				

	2.1 engage in lifelong learning with a passion to keep current with national and global developments in general, and nursing and health developments in particular; and	IO3; IO4; IO8	✓	✓	✓
	2.2 apply entrepreneurial skills in the delivery of nursing care.	IO4; IO5	✓	✓	✓
3	Exemplify Cristian values, legal, and ethico-moral principles in serving individual clientele in various cross-cultural settings. Purposely, the Lorma graduate will be able to:				
	3.1 practice nursing in accordance with existing laws, legal, ethical, and moral principles;	IO1; IO2	✓	✓	✓
	3.2 demonstrate responsible citizenship and pride of being a Lorma graduate; and	IO2	✓	✓	✓
	3.3 adopt the nursing core values in the practice of the profession.	IO1; IO2; IO9	✓	✓	✓

COURSE SYLLABUS

COURSE TITLE	:	HEALTH CARE ETHICS
COURSE NO.	:	NCM 108
COURSE DESCRIPTION	:	This course deals with the application of ethico- moral concepts and principles affecting care of the individuals, families, population group and community. It involves discussion of issues and concerns in varied health care.
COURSE CREDIT	:	Theory: 3 Units (54 Hours)
PLACEMENT	:	Second Year, First Semester
PRE-REQUISITES	:	Ethics, NCM 103

LEVEL OUTCOMES AND RELATIONSHIP TO PROGRAM OUTCOMES

LEVEL 2 OUTCOMES		NURSING PROGRAM OUTCOMES		
		1	2	3
1	Apply knowledge of principles and concepts of relevant sciences in maternal and child nursing and community health nursing.	✓	✓	✓
2	Utilize the nursing process in providing safe, humane, appropriate and holistic care to client.		✓	✓
3	Demonstrate skills in actual delivery and newborn care.	✓	✓	✓
4	Integrate research findings in the delivery of nursing services.	✓	✓	
5	Apply ethico-legal and moral principles as applied in personal and professional scenario		✓	✓
6	Communicate effectively in writing, speaking, and presenting using culturally appropriate	✓	✓	✓

	language.			
7	Work effectively with a group and multicultural teams and value the importance of physical activities through contact sports to develop sportsmanship.	√	√	√
8	Display behavior of an independent learner who is critical, creative and focused.	√	√	√
9	Comply with the concepts of Pharmacology by observing the 10 rights of drug administration to ensure safe and proper use of drugs.	√	√	√

COURSE OUTCOMES AND RELATIONSHIP TO LEVEL OUTCOMES

COURSE OUTCOMES		LEVEL OUTCOMES								
The student will be able to:		1	2	3	4	5	6	7	8	9
1	Apply knowledge of physical, social, natural, and health sciences and humanities in the practice of ethics in health care	I	P	P	I	I	P	P	I	P
2	Provide safe, appropriate, humanistic and holistic care to individuals, families, population groups and community utilizing process guided by ethico-moral principles.	P	P	P	I	I	P	P	I	P
3	Apply guidelines and principles of evidence-based practice in health care ethics.	I	P	P	I	I	P	P	I	P
4	Practice nursing in accordance with existing laws, legal, ethical and moral principles	P	P	P	I	I	P	P	I	P
5	Communicate effectively and honestly in speaking and writing using ethically and culturally acceptable language.	I	P	P	I	I	P	P	I	P
6	Document client care accurately and comprehensively following the guidelines and protocol in documentation	I	P	P	I	I	P	P	I	P
7	Work effectively in collaboration with inter-, intra- and multi-disciplinary and multi-cultural teams in nursing care practice	P	P	P	I	I	P	P	I	I
8	Practice beginning management and leadership skills in the delivery of client care and in health in health program development using ethical decision-making skills.	I	P	P	I	I	P	P	I	I
9	Observe ethical principles and considerations in the conduct of research.	I	P	P	I	I	P	P	I	I
10	Engage in professional and advocacy activities addressing ethico-moral issues in nursing.	P	P	P	I	I	P	P	I	I
11	Apply ethico-moral culture and values appropriate for the health care needs of the Filipinos.	I	P	P	I	I	P	P	I	P
12	Apply appropriate technology in the delivery	I	P	P	I	I	P	P	I	I
13	Demonstrate a sense of professional and moral values of practicing	P	P	P	I	I	P	P	I	P

- Legend: I – Introduced; P – Practice with supervision; D – Demonstrated

10. COURSE COVERAGE

WEEK	DAY	CLASSROOM TOPICS	LEARNING RESOURCES	TEACHING-LEARNING STRATEGIES	ASSESSMENT TASKS	COURSE OUTCOMES
				<p>LOLS: Lorma College of Nursing Online Learning System 1-hour synchronous session 2- hours asynchronous sessions</p>		
1	1	ORIENTATION OF THE RULES, POLICIES, REQUIREMENT OF THE COURSE				
	1-3	<p>I. THEORIES AND PRINCIPLES OF HEALTH ETHICS A. Ethical Theories 1. Deontology</p>	<p>Estoesta, Rose Mary D. and Romeo R. Javines. <i>Bioethics with Contemporary Readings and Issues</i>. 2009.</p> <p>Babor, Eddie R., <i>A Philosophical Journey and Clinical Analysis into the Life Sciences, A Guide to a Health Care Provider</i> ;CE Publishing Inc ;2010</p> <p>Alora, Rosario Angeles T. <i>A Handbook in Bioethics</i>.2004</p>	<p>Student Handbook and other school mandates. pg. 8-20</p> <p>Interactive Discussion Thru GCR/ Zoom</p>	<p>Orientation Thru GCR/ Zoom</p> <p>Q and A forum</p>	CO 1
		2. Teleology	<p>Estoesta, Rose Mary D. and Romeo R. Javines. <i>Bioethics with Contemporary Readings and Issues</i>. 2009.</p> <p>Babor, Eddie R., <i>A Philosophical Journey and Clinical Analysis into the Life Sciences, A Guide to a Health Care Provider</i> ;CE Publishing Inc ;2010</p> <p>Alora, Rosario Angeles T. <i>A Handbook in Bioethics</i>.2004</p>	Case Study	<p>Rubrics for Case Study</p> <p>Case Scenario: Duty Oriented Reasoning: A Matter of Principle</p>	CO 1

		3. Utilitarianism	<p>Estoesta, Rose Mary D. and Romeo R. Javines. <i>Bioethics with Contemporary Readings and Issues.</i> 2009.</p> <p>Babor, Eddie R., <i>A Philosophical Journey and Clinical Analysis into the Life Sciences, A Guide to a Health Care Provider</i> ;CE Publishing Inc ;2010</p> <p>Alora, Rosario Angeles T. <i>A Handbook in Bioethics.</i>2004</p>		<p>Case Scenario: To Keep Quiet?</p> <p>Case Scenario: Utilitarianism: Calculating the Pleasures and Pain</p> <p>Quiz via Testmoz</p>	CO 1
2	4-6	<p>B. Virtue Ethics</p> <p>1. Virtue Ethics in Nursing</p> <p>2. Core Values of a Professional Nurse</p>	<p>Alora, Rosario Angeles T. <i>A Handbook in Bioethics.</i>2004</p> <p>Aljentera, Edwin N, Gamisera, Rex L: <i>Developing a Principled Nurse, Essentials in Bioethics,</i> 2011.</p> <p>Estoesta, Rose Mary D. and Romeo R. Javines. <i>Bioethics with Contemporary Readings and Issues.</i> 2009.</p> <p>Babor, Eddie R., <i>A Philosophical Journey and Clinical Analysis into the Life Sciences, A Guide to a Health Care Provider</i> ;CE Publishing Inc ;2010</p>	<p>Flipped Video/ PPT Presentation</p>	<p>Q and A forum</p> <p>Rubrics for Case Study</p> <p>Case Scenario: Virtue Ethics: Saint and Sinners</p>	<p>CO 1</p> <p>CO 2</p> <p>CO 3</p> <p>CO13</p>
				<p>Case Study</p> <p>Graphic Organizer</p>	<p>Rubrics for Graphic organizer: Ethical theories and Virtue Ethics</p> <p>Quiz via Testmoz</p>	<p>CO 1</p> <p>CO 2</p> <p>CO 3</p> <p>CO 4</p> <p>CO13</p>
3-4	7-9	<p>C. Ethical Principles</p> <p>1. Autonomy</p> <p>1.1 Patient's Rights</p>	<p>Estoesta, Rose Mary D. and Romeo R. Javines. <i>Bioethics with Contemporary Readings and Issues.</i> 2009.</p> <p>Babor, Eddie R., <i>A Philosophical Journey and Clinical Analysis into the Life Sciences, A Guide to a Health Care Provider</i> ;CE Publishing Inc ;2010</p>	<p>Interactive Discussion Thru GCR/ Zoom</p> <p>Reading assignment</p>	<p>Q and A Forum</p>	<p>CO 2</p> <p>CO 4</p> <p>CO13</p>

		1.2 Patient's Bill of Rights	<p>Estoesta, Rose Mary D. and Romeo R. Javines. <i>Bioethics with Contemporary Readings and Issues.</i> 2009.</p> <p>Babor, Eddie R., <i>A Philosophical Journey and Clinical Analysis into the Life Sciences, A Guide to a Health Care Provider</i> ;CE Publishing Inc ;2010</p>	Case Study	<p>Rubrics for Case Study</p> <p>Case Scenario: A Patient Who Refuses His Pills</p> <p>Case Scenario: A Jehovah's Witness Patient Who Refuses Blood Products</p> <p>Case Scenario: Minor Children of the Dying Cancer Patient Who Refuses Treatment</p>	CO 2 CO 4 CO 6 CO10 CO13
		1.3 Informed Consent 1.4 Proxy Consent/ Legally Acceptable Representative	<p>Estoesta, Rose Mary D. and Romeo R. Javines. <i>Bioethics with Contemporary Readings and Issues.</i> 2009.</p> <p>Alora, Rosario Angeles T. <i>A Handbook in Bioethics.</i>2004</p> <p>Aljentera, Edwin N, Gamisera, Rex L: <i>Developing a Principled Nurse, Essentials in Bioethics,</i> 2011.</p>	Interactive Discussion Thru GCR/ Zoom Case Study	<p>Q and A forum</p> <p>Reaction Paper</p> <p>Rubrics for Case Study</p> <p>Case Scenario: When the Patient Does Not Remember Giving Consent?</p>	CO2 CO 6 CO 4 CO 8 CO10 CO3
		1.5 Privacy 2. Confidentiality	<p>Estoesta, Rose Mary D. and Romeo R. Javines. <i>Bioethics with Contemporary Readings and Issues.</i> 2009.</p> <p>Aljentera, Edwin N, Gamisera, Rex L: <i>Developing a Principled Nurse, Essentials in Bioethics,</i> 2011.</p>		<p>When A Parent Says "No"</p> <p>Don't Patients Have a Right to Refuse Services They Don't Want?</p> <p>Confidentiality vs. A Right to Know</p>	CO 2 CO 4 CO 5 CO10 CO13

				Group Report	Rubrics on Group Presentation	
	10-12	3. Veracity 4. Fidelity 5. Justice 6. Beneficence 7. Non- maleficence	<p>Estoesta, Rose Mary D. and Romeo R. Javines. <i>Bioethics with Contemporary Readings and Issues.</i> 2009.</p> <p>Aljentera, Edwin N, Gamisera, Rex L: <i>Developing a Principled Nurse, Essentials in Bioethics,</i> 2011.</p> <p>Babor, Eddie R., <i>A Philosophical Journey and Clinical Analysis into the Life Sciences, A Guide to a Health Care Provider</i> ;CE Publishing Inc ;2010</p> <p>Alora, Rosario Angeles T. <i>A Handbook in Bioethics.</i>2004</p>	<p>Interactive Discussion Thru GCR/ Zoom</p> <p>Case study</p>	<p>Case Study Rubrics</p> <p>Case Scenario: Veracity: When the Patient asks the Nurse Not to tell</p> <p>The Patient Caught Reading the Nurses Notes</p> <p>Fidelity: Breaking Confidentiality to a Colleague The Supervisor’s Dilemma</p> <p>Justice: Allocating Nursing Time According to a Patient Benefit When It is hard to Keep Promises</p> <p>Beneficence: When Should Parental Rights Be Overridden?</p> <p>Non- Maleficence: Taking Care of Baby Fae</p> <p>Quiz via Testmoz</p>	<p>CO 2 CO 4 CO 5 CO 8 CO13</p>

5	13-15	D. Other Relevant Ethical Principles 1. Principle of Double Effect	Estoesta, Rose Mary D. and Romeo R. Javines. <i>Bioethics with Contemporary Readings and Issues.</i> 2009. Babor, Eddie R., <i>A Philosophical Journey and Clinical Analysis into the Life Sciences, A Guide to a Health Care Provider</i> ;CE Publishing Inc ;2010	Interactive Discussion Thru GCR/ Zoom Case Study	Evocative Discussion Rubrics on Case study Case Scenario: Applying the Principles of Double Effect The use of drugs that control pain at the end of life Promoting e-cigarettes as attractive and competitive alternatives to cigarette smoking Quiz via Testmoz	CO 4 CO 8 CO13
		2. Principle of Legitimate Cooperation	Estoesta, Rose Mary D. and Romeo R. Javines. <i>Bioethics with Contemporary Readings and Issues.</i> 2009. Babor, Eddie R., <i>A Philosophical Journey and Clinical Analysis into the Life Sciences, A Guide to a Health Care Provider</i> ;CE Publishing Inc ;2010			CO 4 CO 8 CO13
		3. Principle of Common Good and Subsidiarity	Estoesta, Rose Mary D. and Romeo R. Javines. <i>Bioethics with Contemporary Readings and Issues.</i> 2009. Babor, Eddie R., <i>A Philosophical Journey and Clinical Analysis into the Life Sciences, A Guide to a Health Care Provider</i> ;CE Publishing Inc ;2010			CO 4 CO 8 CO13
6	16-18	E. Principles of Bioethics 1. Principle of Stewardship and Role of Nurses as Stewards 1.1 Personal 1.2 Social 1.3 Ecological 1.4 Biomedical	Estoesta, Rose Mary D. and Romeo R. Javines. <i>Bioethics with Contemporary Readings and Issues.</i> 2009. Babor, Eddie R., <i>A Philosophical Journey and Clinical Analysis into the Life Sciences, A Guide to a Health Care Provider</i> ;CE Publishing Inc ;2010			CO 4 CO13

		<p>2. Principle of Totality and its Integrity</p> <p>2.1 Ethico- Moral Responsibility of Nurses in Surgery</p> <p>2.2 Sterilization/ Mutilation</p> <p>2.3 Preservation of Bodily Functional Integrity (Issues on Organ Donation)</p>	<p>https://en.wikipedia.org/wiki/Sterilization_(medicine)</p> <p>https://en.wikipedia.org/wiki/Mutilation</p> <p>Babor, Eddie R., <i>A Philosophical Journey and Clinical Analysis into the Life Sciences, A Guide to a Health Care Provider</i> ;CE Publishing Inc ;2010</p> <p>Alora, Rosario Angeles T. <i>A Handbook in Bioethics.2004</i></p>	<p>Flipped Video/ PPT Presentation</p> <p>Graphic organizer</p> <p>Case study</p>	<p>Rubrics on Graphic organizer :</p> <p>Other Relevant Ethical / Principles of Bioethics</p> <p>Rubric on Case Study</p> <p>Case Scenario: Sterilizing the Mentally Retarded Patient</p> <p>Rubric on written output: Is it Lawful to sacrifice a member of the body for the good of the whole body</p>	<p>CO 2</p> <p>CO 4</p> <p>CO 8</p> <p>CO 9</p> <p>CO13</p> <p>CO 2</p> <p>CO 4</p> <p>CO 8</p> <p>CO 9</p> <p>CO13</p>
		<p>3. Principle of Ordinary and Extraordinary Means</p> <p>4. Principle of Personalized Sexuality</p>	<p>https://static1.squarespace.com/static/54508e5ce4b0a2a1bd7fb65d/t/54ef62f0e4b0b0d566b862fa/1424974868838/Double+Effect.pdf</p>	<p>Written Output: Essay</p> <p>Case Study</p>	<p>Rubrics on Case Study</p> <p>Case Scenario: Means of Medical Care Classification Can ordinary Means of care to one patient be extraordinary to another?</p> <p>Use sex purely for the sake of pleasure apart from any relation to love or family. Use it to reproduce (making test-tube babies) without any reference to pleasure or love</p>	<p>CO 2</p> <p>CO 4</p> <p>CO13</p>

					Quiz via Testmoz		
					<p>PRELIM REQUIREMENT:</p> <p>Infographic</p> <p>a. Ethico- Moral Responsibility of Nurses in Surgery</p> <p>b. Sterilization/ Surgical method</p> <p>c. Mutilation</p> <p>d. Organ Donation</p>		
		PRELIMINARY EXAMINATION					
7	19-21	II. BIOETHICS AND ITS APPLICATIONS IN VARIOUS HEALTH CARE SITUATIONS A. Sexuality and Human Reproduction 1. Human Sexuality and its Moral Evaluation 2. Marriage 2.1 Fundamentals of Marriage 2.2 Issues on Sex Outside Marriage and Homosexuality	Estoesta, Rose Mary D. and Romeo R. Javines. <i>Bioethics with Contemporary Readings and Issues</i> . 2009. https://www.youtube.com/watch?v=GeigYib39Rs Babor, Eddie R., <i>A Philosophical Journey and Clinical Analysis into the Life Sciences, A Guide to a Health Care Provider</i> ;CE Publishing Inc ;2010	Interactive Discussion Thru GCR/ Zoom Case Study	Question and Answer Rubrics on Case Study Case Scenario: The Psychotherapist Confronted by Different Value	CO 5 CO 8 CO10 CO12	
		2.3 Issues on Contraception, Its Morality, and Ethico-Moral Responsibility of Nurses	Aljentera, Edwin N, Gamisera, Rex L: <i>Developing a Principled Nurse, Essentials in Bioethics</i> , 2011. Babor, Eddie R., <i>A Philosophical Journey and Clinical Analysis into the Life Sciences, A Guide to a Health Care Provider</i> ;CE Publishing Inc ;2010 Estoesta, Rose Mary D. and Romeo R. Javines.	Flipped Video Case Study	Q and A forum When Rubrics on Case Study	CO 5 CO 8 CO 10 CO 12 CO 13	

			<i>Bioethics with Contemporary Readings and Issues.</i> 2009.		Case Scenario: Contraceptive is Punitive	
8	22- 24	3. Issues on Artificial Reproduction, its Morality and Ethico-moral Responsibility of Nurses 3.1 Artificial Insemination 3.2 In- vitro Fertilization 3.3 Surrogate Motherhood	https://www.youtube.com/watch?v=S6Fmk2Of990 Estoesta, Rose Mary D. and Romeo R. Javines. <i>Bioethics with Contemporary Readings and Issues.</i> 2009. Babor, Eddie R., <i>A Philosophical Journey and Clinical Analysis into the Life Sciences, A Guide to a Health Care Provider</i> ;CE Publishing Inc ;2010	Debate Case Study	Rubric on Debate Rubrics on Case Study Case Scenario: An IVF Request from an Unmarried Woman Questioning the Purpose of Surrogate Motherhood Requests	CO 5 CO 8 CO 9 CO 10 CO 12 CO 13
		4. Morality of Abortion, Rape and other Related to Destruction of Life	http://www.wikipedia.org/wiki/abortion https://www.youtube.com/watch?v=U47dBNhxxHc Aljentera, Edwin N, Gamisera, Rex L: <i>Developing a Principled Nurse, Essentials in Bioethics,</i> 2011. Estoesta, Rose Mary D. and Romeo R. Javines. <i>Bioethics with Contemporary Readings and Issues.</i> 2009. Babor, Eddie R., <i>A Philosophical Journey and Clinical Analysis into the Life Sciences, A Guide to a Health Care Provider</i> ;CE Publishing Inc ;2010		The unmarried teenager and Abortion When the Fetus is the Wrong Sex Written output: Crucial aspect of abortion Quiz via Testmoz	CO 5 CO 8 CO 9 CO10 CO12 CO13
9-10	25-27	B. Dignity in Death and Dying 1. Euthanasia and Prolongation of Life 2. Inviolability of Human Life	Alora, Rosario Angeles T. <i>A Handbook in Bioethics.</i> 2004 Aljentera, Edwin N, Gamisera, Rex L: <i>Developing</i>	Debate Cast Study	Rubric on Debate Rubrics on Case Study	CO 5 CO 8 CO10 CO12

		<p><i>a Principled Nurse, Essentials in Bioethics</i>, 2011.</p> <p>Estoesta, Rose Mary D. and Romeo R. Javines. <i>Bioethics with Contemporary Readings and Issues</i>. 2009.</p> <p>Babor, Eddie R., <i>A Philosophical Journey and Clinical Analysis into the Life Sciences, A Guide to a Health Care Provider</i> ;CE Publishing Inc ;2010</p>		<p>Case Scenario: The patient Who Was Not Allowed to Die</p> <p>Must Suicide Must Always Be Stopped?</p>	CO13
	3. Euthanasia and Suicide	<p>Aljentera, Edwin N, Gamisera, Rex L: <i>Developing a Principled Nurse, Essentials in Bioethics</i>, 2011.</p> <p>Estoesta, Rose Mary D. and Romeo R. Javines. <i>Bioethics with Contemporary Readings and Issues</i>. 2009.</p> <p>Babor, Eddie R., <i>A Philosophical Journey and Clinical Analysis into the Life Sciences, A Guide to a Health Care Provider</i> ;CE Publishing Inc ;2010</p>		Quiz via Testmoz	CO 5 CO 8 CO10 CO12 CO13
	4. Dysthanasia	https://en.wikipedia.org/wiki/Dysthanasia			CO 5 CO 8
	5. Orthothanasiaa	https://medicaldictionary.thefreedictionary.com/orthothanasia			CO10 CO12 CO13
	6. Administration of Drugs to the Dying	https://en.wikipedia.org/wiki/Palliative_sedation			CO 5 CO 8 CO 10 CO12 CO13
28-30	7. Advanced Directives	https://en.wikipedia.org/wiki/Advance_healthcare_directive	Flipped Video	Q and A Forum	CO 5 CO 8
	8. DNR or End of Life Care Plan			Rubrics on Debate	CO10

			https://en.wikipedia.org/wiki/Do_not_resuscitate https://en.wikipedia.org/wiki/End-of-life_care	Debate Case Study	Rubric on Case Study Case Scenario: The Patient Who Might Have an Advance Directive When parents Disagree on Death To Resuscitate or Not	CO12 CO13
		C. Nursing Roles and Responsibilities	Estoesta, Rose Mary D. and Romeo R. Javines. <i>Bioethics with Contemporary Readings and Issues</i> . 2009.	Interactive Discussion Thru GCR/ Zoom	Q and A forum	CO5 CO6 CO9
		D. Ethical Direction Making Process		Rubric on Picture Making	Picture Making: Nursing Roles and Responsibilities Quiz via Testmoz	
11	31-33	III. BIOETHICS AND RESEARCH A. Principles of Ethics in Research 1. Nuremberg Code 2. Declaration of Helsinki 3. Belmont Report	https://en.wikipedia.org/wiki/Declaration_of_Helsinki https://en.wikipedia.org/wiki/Belmont_Report https://en.wikipedia.org/wiki/Declaration_of_Helsinki	Flipped Video/ PPT Presentation Graphic Organizer	Q and A forum Rubrics on Graphic Organizer: Principles of Ethics in Research	CO 4 CO 5
		B. Ethical issues in Evidenced Based Practice		Journal Reading	Rubrics on Journal Reading	CO 3 CO 4 CO 5 CO 9
		C. Ethico- Moral Obligations of the				

		Nurse in Evidenced Based Practices				CO10
12	34-36	IV. GUIDELINES AND PROTOCOL IN DOCUMENTATION AND HEALTH CARE RECORDS	Potter, Patricia A. et.al. <i>Fundamentals of Nursing</i> , Volume I, Elsevier Pte Ltd.;	PPT Presentation	Q and A Forum Paper-Pen Exam Testmoz MIDTERM REQUIREMENT Flipped Video Do's and Don'ts in the Documentation and Health Care Records	CO 5 CO 6 CO 7 CO 8
		MIDTERM EXAMINATION				
13-14	37-39	V. ETHICAL ISSUES IN LEADERSHIP AND MANAGEMENT A. Moral Decision Making 1. Principle of Moral Discernment	Estoesta, Rose Mary D. and Romeo R. Javines. <i>Bioethics with Contemporary Readings and Issues</i> . 2009.	Flipped Video Case study	Q and A forum Rubrics on Case Study	CO 6 CO 8 CO13
		2. Principle of Well-Formed Conscience	Alora, Rosario Angeles T. <i>A Handbook in Bioethics</i> .2004		Case Scenario: Intubating the Dead Patient: Treatment Practice without Consent	
		3. Strategies of Moral Decision Making Process -Ethical Dilemma			How much Information Did the Patient Need to Know Consent from a	
	40-42	B. Meaning and Service Value of	https://www.healthleadersmedia.com/clinical-			

		<p>Medical Care</p> <p>1. Allocation of Health Resources</p> <p>2. Issues Involving Access to Care</p>	care/what-does-value-mean-healthcare		<p>Sedated Patient</p> <p>Rubrics on Journal Reading: Issues Involving Access to Care</p> <p>Quiz via Testmoz</p>	
15-16	43-45	<p>VI. ETHICAL ISSUES RELATED TO TECHNOLOGY IN THE DELIVERY OF HEALTH CARE</p> <p>A. Data Protection and Security</p> <p>1. Data Privacy Act 2012 (RA 10173 Series of 2012)</p>	https://www.privacy.gov.ph/data-privacy-act/	<p>Interactive Discussion Thru GCR/ Zoom Flipped video</p> <p>Journal reading</p>	<p>Q and A forum</p> <p>Rubrics on Journal Reading Data Privacy Act Issues</p> <p>Quiz via Testmoz</p>	<p>CO 5</p> <p>CO12</p> <p>CO13</p>
	46-48	<p>B. Challenges of Technology</p> <p>C. Current Technology : Issues and Dilemma</p>		<p>Interactive Discussion Thru GCR/ Zoom</p> <p>Journal Reading</p>	<p>Q and A Forum</p> <p>Rubrics on Journal Reading: Challenges of Technology/ Current Technology Issues and Dilemma</p> <p>Quiz via Testmoz</p>	<p>CO12</p> <p>CO13</p> <p>CO12</p> <p>CO13</p>

17-18	49-51	VII. CONTINUING EDUCATION PROGRAMS ON ETHICO- MORAL PRACTICE IN NURSING A. Lobbying/ Advocating for Ethical Issues Related to Health Care	Estoesta, Rose Mary D. and Romeo R. Javines. <i>Bioethics with Contemporary Readings and Issues</i> . 2009.	Interactive Discussion Thru GCR/ Zoom	Q and A forum	CO10 CO13
		B. Code of Ethics for Nurses 1. International Code of Ethics For Nurses	http://two.xhost.info/pinoynurse3/Nurse%20Code%20Ethics.pdf	Case Study	Rubrics on Case Study	CO 6 CO 7 CO10
	52-54	2. Code of Ethics for Filipino Nurses 1. Registered Nurses and People	http://two.xhost.info/pinoynurse3/Nurse%20Code%20Ethics.pdf	Graphic Organizer	Case Scenario: Medications by Unlicensed Technicians The Patient Who Refused To Be Tested for a Genetic Disease	CO 7 CO 10 CO 11
		2. Registered Nurses and Practice	http://two.xhost.info/pinoynurse3/Nurse%20Code%20Ethics.pdf			CO 7 CO 10 CO 11
		3. Registered Nurses and Society and Environment	http://two.xhost.info/pinoynurse3/Nurse%20Code%20Ethics.pdf			CO 7 CO10 CO11
		4. Registered Nurses and the Profession	http://two.xhost.info/pinoynurse3/Nurse%20Code%20Ethics.pdf			CO 7 CO10 CO11
		5. Registered Nurses And Co-Workers	http://two.xhost.info/pinoynurse3/Nurse%20Code%20Ethics.pdf	Role Playing	FINAL REQUIREMENT Rubrics on Role Play ICN for Nurses Quiz via Testmoz	CO 7 CO10

11. TEXTBOOK

- Aljentera, Edwin N, Gamisera, Rex L: *Developing a Principled Nurse, Essentials in Bioethics*, 2011.
 Estoesta, Rose Mary D. and Romeo R. Javines. *Bioethics with Contemporary Readings and Issues*. 2009.

SUGGESTED READINGS AND REFERENCES

- Agapay, Ramon., *Ethics and the Filipino, A Manual on Morals for Students and Educators*.2010
 Babor, Eddie R., *A Philosophical Journey and Clinical Analysis into the Life Sciences, A Guide to a Health Care Provider* ;CE Publishing Inc ;2010
 Estoesta, Rose Mary D. and Romeo R. Javines. *Bioethics with Contemporary Readings and Issues*. 2009.
 Potter, Patricia A. et.al. *Fundamentals of Nursing*, Volume I, Elsevier Pte Ltd.;
 Venzon, Lydia. Professional Nursing in the Philippines 11th edition. C & E Publishing, Inc. 2010

ONLINE REFERENCES:

- <http://www.wikipedia.org/wiki/Utilitarianism>
http://www.wikipedia.org/wiki/Natural_rights
http://www.wikipedia.org/wiki/Virtue_ethics
https://en.wikipedia.org/wiki/Declaration_of_Helsinki
https://en.wikipedia.org/wiki/Belmont_Report
<https://www.youtube.com/watch?v=S6Fmk2Of990>
<http://www.wikipedia.org/wiki/abortion>
<https://en.wikipedia.org/wiki/Dysthanasia>
<https://medicaldictionary.thefreedictionary.com/orthothanasia>
https://en.wikipedia.org/wiki/Palliative_sedation
<http://two.xhost.info/pinoynurse3/Nurse%20Code%20Ethics.pdf>
https://en.wikipedia.org/wiki/Advance_healthcare_directive
https://en.wikipedia.org/wiki/Do_not_resuscitate
https://en.wikipedia.org/wiki/End-of-life_care
[https://en.wikipedia.org/wiki/Sterilization_\(medicine\)](https://en.wikipedia.org/wiki/Sterilization_(medicine))

12. COURSE EVALUATION

COURSE REQUIREMENT (Lecture Component)	Total Weight (%)	COURSE REQUIREMENT (RLE Component)	Total Weight (%)
A. Term Grade		A. Term Grade	
1. Class Standing	66.67% (2/3)	1. Rotation Grades	80%
<ul style="list-style-type: none"> • Attendance (5%) Note: 1) 6 synchronous classes per term hence a perfect attendance is computed as 6/6 x60%+40% x 5% 2) For every absence, deduct 1 from the 6 total number attendance every term and go on computation using the above-mentioned transmutation. 3) Disregarding the minutes, 3 accumulated tardiness is equivalent to 1 day of absence. • Recitation and Other Assessment Tasks (15%) Note: 1) 5 points minimum, increment of 1 for every correct answer made by the student (10 points maximum). 2) For other assessment tasks, a standard rubric or pointing system will be followed as agreed upon the nursing faculty. • Quizzes (46.67%) Transmutation Formula = $\frac{\text{Total Score}}{\text{Total \# of Items}} \times 60\% + 40\%$ 		<p>Rotation grade is computed with the following: FOR SKILLS LAB</p> <ul style="list-style-type: none"> • Competencies (60%) Note: Competency Grade= (total score) / (total # of items) = _____ X 60 = _____ / 5 = _____ + 40 = _____ % • Requirements (30%) <ul style="list-style-type: none"> ✓ Related Journals and other Assessment Tasks (20%) ✓ Quizzes & Case Study (30%) • Affective (10%) <ul style="list-style-type: none"> ✓ Attendance – 5% <p>Note: There are 9 synchronous meetings for every rotation, therefore, a perfect attendance is computed using the 60%-40% transmutation</p> <ul style="list-style-type: none"> ✓ Attitude – 5% ✓ Uniform – 5% <p>(If with Major Exam, 20% will be added to the 80% of Competencies and Requirements)</p> <ul style="list-style-type: none"> • Average Rotation Grade = $\frac{\text{Rotation Grade 1} + \text{Rotation Grade 2} + \text{Rotation Grade 3} \dots + \text{Rotation Grade n}}{3}$ (# of Rotation Grades) <p>FOR LEARNING PACKET</p>	

		<ul style="list-style-type: none"> • Competencies (50%) Note: Competency Grade= (total score) / (total # of items) = _____ X 60 = _____ / 5 = _____ + 40 = _____ % • Requirements (30%) <ul style="list-style-type: none"> ✓ Related Journals and other Assessment Tasks (20%) ✓ Quizzes & Case Study (30%) • Affective (10%) <ul style="list-style-type: none"> ✓ Attendance – 5% • There are 9 synchronous meetings for every rotation, therefore, a perfect attendance is computed using the 60%-40% transmutation <ul style="list-style-type: none"> ✓ Attitude – 5% ✓ Completion task – 5% 	
2. Term Examination	33.33% (1/3)	2. Term Examination	20%
TOTAL	100%	TOTAL	100%
B. Final Final Grade		B. Final Final Grade	
1. Preliminary Grade	30%	a. Preliminary Grade	30%
2. Midterm Grade	30%	b. Midterm Grade	30%
3. Final Grade	40%	c. Final Grade	40%
TOTAL	100%	TOTAL	100%
NOTE: For professional nursing subjects the final final grade is computed as follows: <ul style="list-style-type: none"> • 80% of the Tentative Final Final Grade (Prelim + Midterm + Final) + 20% of the Comprehensive Exam 		Transmutation Formula = (total score) / (total # of items) = _____ X 50 = _____ / 5 = _____ + 50 = _____ % (Score of Competencies)	

RUBRIC FOR EVERY ASSESSMENT TASKS

Assessment Tasks	Code	CRITERIA/MECHANICS
Attendance	A95+1	<p>6/6 attendance for synchronous sessions/term</p> <p>Definition (as per Student Handbook pg. 14):</p> <ul style="list-style-type: none"> Excused Absences – sickness/illness supported by a Medical Certificate, death of immediate family members, sickness or hospitalization of nearest kin or guardian, represent the college in a competition or any similar event. Unexcused Absences – family reunion, running for an errand, unavailable rides/traffic or any other reasons which do not constitute an excused absence. Late: 1-15 minutes Absent: beyond 15 minutes <p>Note: 3 accumulated lates will be considered 1 day absent. Disregard the number of minutes incurred.</p>

	Code	MECHANICS
Recitation	R5+1	<ul style="list-style-type: none"> 1 point – accurate answer <p>0.5 point - inaccurate/erroneous answer/attempted</p>

	Code	Criteria	Mechanics				Score
			4	3	2	1	
Flipped Video, PowerPoint/ Slides Presentation	AQC4	Appropriateness and Potential	The video is awesome and it could “go viral” and employs “sweet spots” (things that the audience can relate to). Almost everyone who watches it will want to pass it on to someone they know.	The video is appropriate. Most people would pass this video on to their friends and family through social networking.	The video is someone inappropriate and the average person would probably not want to associate himself or herself with this video.	The video is inappropriate, the average person would not want to associate themselves with this video by reposting on social media.	
		Quality of Production	The video is very well produced with great audio/picture/composition.	The video is well produced with good audio/picture/composition.	The video is adequately produced with satisfactory audio/picture/composition.	The video is very poorly produced with bad audio/picture/composition.	

		Creativity and Planning	A huge amount of creativity and thought is evident in the project.	A great deal of creativity and thought is evident in the project and it is carefully planned.	Some creativity and thought is evident in the project, however it looks rushed or incomplete.	Very little creativity and thought is evident in the project.		
		PUNCTUALITY	Output is submitted on time	Output is submitted after 1 day of deadline	Output is submitted after 3 days of deadline	Output is submitted after 1 week or more of deadline		
							TOTAL	

	Code	Criteria	Mechanics				Score
			4	3	2	1	
Oral Reporting, Case Presentation and other oral presentations 1. Department (50%) 1. Content/Output (50%) – Use rubric for case analysis	BEIPPV4	Body Language	Movements seemed fluid and helped the audience visualize.	Made movement or gestures that enhanced articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.	
		Eye Contact	Holds attention of entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.	
		Introduction and Closure	Student delivers open and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student clearly uses either an introductory or closing remark, but not both.	Student does not display clear introductory or closing remarks.	
		Pacing	Good use of drama and student meets apportioned time interval.	Delivery is patterned, but does not meet apportioned time interval.	Delivery is in bursts and does not meet apportioned time interval.	Delivery is either too quick or too slow to meet apportioned time interval.	
		Poise	Student displays relaxed, self-confident nature about self, with no	Makes minor mistakes, but quickly recovers from them, displays little or no	Displays mild tension, has trouble recovering from mistakes.	Tension and nervousness is obvious, has	

			mistakes.	tension.		trouble recovering from mistakes.	
		Voice	Use of fluid speech and inflection maintains the interest of the audience.	Satisfactory use of inflection, but does not consistently use fluid speech.	Displays some level of inflection throughout delivery.	Consistently uses a monotone voice.	
		PUNCTUALITY	Output is submitted on time	Output is submitted after 1 day of deadline	Output is submitted after 3 days of deadline	Output is submitted after 1 week or more of deadline	
TOTAL							

	Code	Criteria	MECHANICS			Score
			3	2	1	
Case Analysis/ Journal Sharing/Journal Reading/Case Study/Situational or Problem-Based Seat Work and Assignment, Reaction Paper, Essay and other Creative Writings	IPKAC3	Issues	Presents an accurate, detailed and insightful description of a variety of problems and opportunities.	Accurately identifies and describes some problems and opportunities.	Mischaracterizes problems and/or overlooks issues.	
		Perspectives	Manifests concern for equity and analyzes situations with view toward respecting persons. Seeks to understand the positions of others and generally succeeds.	Presents insight into the perspectives of some, or presents limited insight into the perspectives of many.	Displays little or no social sensitivity. May be stereotyping or generalizing about groups. Exhibits little regard for the perspective of others.	
		Knowledge	Presents a balanced and critical view of multiple sources of knowledge (personal experience, theory, and research, facts) to create criteria for informed judgments.	Utilizes a variety of sources of knowledge as criteria for reasoning and decisions.	Demonstrates unchallenged dependence on authority, experts, or gut instinct to the exclusion of other sources of evidence and better reasoning.	
		Actions	Considers a variety of actions that address the multiple issues present.	Identifies appropriate actions addressing some of the issues present.	Perceives few or limited alternative actions. Does not address fully the	

					spectrum of issues raised.	
		Consequences	Recognizes the complex, interactive nature of educational actions and decisions. Draws attention to the broader social consequences related to schooling and education.	Identifies basic consequences to proposed actions with attention to their social outcomes.	Displays limited awareness of consequence or broader social outcomes of decisions and actions.	
		PUNCTUALITY	Output is submitted on time	Output is submitted after 1 day of deadline	Output is submitted after 3 days of deadline	
TOTAL						

RUBRIC FOR PROJECT

AREAS ASSESSED	4 (GREAT WORK!)	3 (GOOD JOB!)	2 (GETTING THERE!)	1 (NOT QUITE!)	SCORE
ORGANIZATION	All materials are neat and information is easy to understand	Most materials are neat and most information is easy to understand	Some materials are neat and some information is easy to understand.	Materials are not neat and are difficult to understand	
CONTENT	Subject area mastery is demonstrated through end result project	Subject understanding is demonstrated through end result project	Basic understanding of subject area material is met through end result project	End result project demonstrates lack of understanding of subject area	
TEAMWORK	Each group member made contribution to project material and presentation	Most group members contributed to project materials and presentation	Some group members contributed to project materials and presentation	Few group members contributed to project materials and presentation	
PRESENTATION	Information is presented with knowledge and creativity	Information is presented with acceptable knowledge and creativity	Information is presented with limited knowledge and minimal creativity	Information is unclear or lacking and is presented with little creativity	
PUNCTUALITY	Output is submitted on time	Output is submitted after 1 day of deadline	Output is submitted after 3 days of deadline	Output is submitted after 1 week or more of deadline	
TOTAL					

14. CLASSROOM POLICIES

A. Professional Decorum (pg. 15)

Student of Lorma Colleges' College of Nursing are expected to behave properly at all times especially if in the school premises. The guidelines are as follows:

1. Courteously knock on every door before entering any room, wait for acknowledgment then introduce self.
2. Maintain a moderate tone voice anywhere especially along the corridors, classrooms and patient's room.
3. Greet patients, relatives, teachers, employees and peers as you meet them.
4. Friendliness is encouraged but always maintains professionalism since too much familiarity may compromise the respect for each other.
5. Confidentiality on patient's information should be observed.
6. Practice and maintain good posture at all times.
7. Students are not allowed to go out of the hospital compound for their snacks/meals.
8. Bringing in prepared foods should only be eaten at the designated places.
9. Allowed time for snacks is 15 minutes and 30 minutes for mealtime in any given shift.
10. Students must observe humility, tactfulness and respect when dealing with others. Always observe the Code of Ethics for Nurses and practice the Golden Rule in everyday life.
11. Students must wear the prescribed uniform at all times with dignity and respect and should be worn only in the school and hospital premises.
12. Students are not allowed to entertain visitors while on duty. Should an emergency occur where an immediate member of the family is involved, permission from the clinical instructor must be sought first and accomplish a hospital visitation form.
13. Gambling, smoking and drinking of alcoholic beverages and drug use are strictly prohibited.
14. In case of emergency, the unit's telephone may be used with permission from the staff and the Clinical Instructor. Otherwise, use of the unit's telephone is not allowed.
15. Promptness at all times, in all occasions and in any setting must be observed.
16. Students must strictly adhere to the hospital/community school e, rules and regulations.
17. Students should not loiter around while in school premises. These preceding guidelines professional decorum is not limited to as written. Other guidelines for social norms and general behavior are written in the Lorma Colleges' Student Handbook and must strictly observe.

B. Classroom (pg. 16)

1. The students are required to wear the prescribed college uniform in the given day.
 - Monday/Thursday – institutional uniform with blue slacks
 - Tuesday/Friday – clinical uniform (without apron for females) with black shoes
 - Wednesday/Saturday – clinical uniform (without apron for females) with black shoes

2. The students should strictly comply with the policies stated above, in terms of punctuality, attendance, compliance to the requirements, etc.
3. Every semester, there are three major examinations, namely Prelims, Midterms and Final Examinations.
4. Any forms of misconduct like cheating, behaviours, etc. will be subjected to disciplinary action.

NOTE: Students are advised to read the student handbook from pages 8-20. Any amendments to the student handbook and/or new issued policies, rules and regulations the administration and the college deemed necessary, shall be applied automatically to the student/s currently enrolled in the college.

15. CONSULTATION HOURS

Name of Instructor	Day	Time
MARITES M. CHAN, MAN		
ANNAL LIZA WENCESLAO, MAN		

	Date Effective	Date Revised	Prepared by	Reviewed by	Noted by	Recommending Approval	Approved by
Health Care Ethics (NCM 108)	1 st Semester, SY. 2021– 2022	July 2021	MARITES M. CHAN, MAN ANNA LIZA WENCESLAO, MAN NCM 108 Instructor	AURELIO MANEGO, MAN Member, OBE Committee	MARIA LOURDES G. INALDO, MAN Head, Level II TERESITA A. FERRER, MAN Asst. Dean for Academics	MARITES C. PAGDILAO, MAN, MPA Dean, CON	PACITA D. APILADO, MAN, EdD Executive Director for Academics