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Office Hours: MWF 10:30am – 12pm
or via Zoom by appointment

Trigger Warning

Ethics, by its very nature, deals with difficult situations and life's most complex experiences. Themes covered in this course may be challenging or upsetting for some students. It is the intent of the instructor to foster a safe, compassionate learning environment for all students regardless of their ethical, moral, or religious (non)commitments.

Catalog Description

This nursing and religious studies course explores the foundations of nursing practice from the perspectives of ethics and spirituality. The goal is to prepare nursing students to confront, understand, and communicate contemporary ethical issues, integrating a personal and social spirituality that will ground their service in the nursing profession. They will explore the Ethical and Religious Directives for Catholic Health Care Services by the United States Conference of Catholic Bishops as an example of the integration of ethics and spirituality in health care.

Learning Outcomes

The structure, content, learning experiences, and andragogic philosophy of this course are informed by:

A. The Marianist Educational Philosophy: *Five Characteristics of a Marianist Education* (CME)

1. Educate for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace and the integrity of creation
5. Educate for adaptation and change

B. Education for Formation in Faith: *General Education Learning Outcome* (GELO)

The student will integrate faith and reason as complementary methods to explore questions of ultimate reality, leading to enhanced social awareness and service for peace and justice

C. Religious Studies: *Program Learning Outcomes* (RE PLO)

Upon completion of the undergraduate B.A. program in Religious Studies, students will be able to:

1. Utilize the key concepts of Catholic theology in a critical reflection on integral human experience
2. Engage in respectful dialogue on religious meaning in our globalized, multicultural society
3. Employ Christian moral imagination in moral reasoning and decision making that affirms and/or challenges secular and cultural values
4. Generate a substantive project that is animated by the Marianist Charism

D. Nursing: *Program Learning Outcomes* (BSN PLO)

Upon completion of the undergraduate BSN program, students will:

1. Utilize the nursing process to advocate for safe, holistic, patient-centered care across the lifespan, incorporating the Marianist value of service, justice and peace
2. Apply leadership and communication skills to ensure quality, collaborative, and continuous patient care
3. Integrate credible research with clinical expertise and patient preferences for optimal care across the lifespan
4. Incorporate informatics and healthcare technologies into the practice of professional nursing
5. Contribute to the safety and quality improvement of the healthcare environment

E. RE 371 Nursing: Ethics and Spirituality: *Course Learning Outcomes* (CLO)

Upon satisfactory completion of this course, students will:

1. Identify basic methods of Western philosophical ethics as they relate to nursing (GELO, RE PLO 3, BSN PLO 3, and CME 2)
2. Evaluate ethical arguments for cohesion of principles, salience of factors, and relevance for practice (GELO, RE PLO 3, BSN PLO 1, and CME 4)
3. Integrate dimensions of faith and spirituality as part of a holistic vocation of nursing (GELO, RE PLO 1, BSN PLO 1, and CME 1)
4. Develop an ethical position employing principles of Western philosophical ethical theory, the American Nurses Association's *Code of Ethics for Nurses*, and the United States Conference of Catholic Bishops' *Ethical and Religious Directives for Catholic Health Care Services* (GELO, RE PLO 4, BSN PLO 5, and CME 5)

Required Materials

1. Access to Internet-Capable Technology

Important information and course materials have been posted onto our Canvas site and will be updated regularly as needed.

2. Assigned Readings

Readings are offered in three formats. The textbook is available in an eTextbook or print version; either is acceptable. Ebooks are available through ProQuest Ebook Central and may require your Chaminade library login credentials. All other documents will be available on the course Canvas site as downloadable .pdf files.

a. Book Required in Print

- i. American Nurses Association. *Code of Ethics for Nurses with Interpretative Statements*. Silver Spring: American Nurses Association, 2015.

b. Ebooks on ProQuest Ebook Central

- i. Fowler, Marsha, and Sheryl Reimer Kirkham, Rick Sawatzky, and Elizabeth Johnston Taylor, eds. *Religion, Religious Ethics and Nursing*. New York: Springer Publishing Company, 2011.
<https://ebookcentral.proquest.com/lib/chaminade-ebooks/detail.action?docID=1026840>
- ii. Carson, Verna Benner, and Harold G. Koenig, eds. *Spiritual Dimensions of Nursing Practice*. New Brunswick: Templeton Press, 2008.
<https://ebookcentral.proquest.com/lib/chaminade-ebooks/detail.action?docID=767880>

c. Documents on Canvas

- i. Aristotle, *Ἠθικὰ Νικομάχεια* (Nicomachean Ethics) Books I and II, edited by Roger Crisp. Cambridge: Cambridge University Press, 2000.
- ii. The Association of Marianist Universities. *Characteristics of Marianist Universities*. Dayton: The Association of Marianist Universities, 2019.
- iii. Margaret A. Burkhardt and Alvita K. Nathaniel. *Ethics and Issues in Contemporary Nursing: Nursing Ethics for the 21st Century*. St. Louis, Missouri: Elsevier, Inc., 2020.
- iv. Cicero, *De Officiis* (On Duties) Books I and III, edited by Andrew P. Peabody. Boston: Little, Brown, and Company, 1887.
- v. Epicurus, "Letter to Menoeceus." In *The Art of Happiness*, edited by George K. Strodach. New York: Penguin Books, 2012.
- vi. United States Conference of Catholic Bishops. *Ethical and Religious Directives for Catholic Health Care Services*, Sixth Edition. Washington, DC: United States Conference of Catholic Bishops, 2018.

Student Requirements

1. Completion of Assigned Readings

Careful reading of all assigned materials in a timely, engaged, and conscientious manner is essential for mastery of course concepts. Readings are to be completed in advance so that students are ready to discuss them in seminar components. Because ethics is a highly specialized field with its own methods and terms, students should dedicate ample time to study and digest this challenging yet rewarding material.

2. Demonstrated Engagement Through Participation

Our learning community will be characterized by a spirit of collaborative learning, as knowledge is deepened through the exchange of ideas. Consistent class participation is therefore a fundamental requirement. Two (2) or more instances of session non-participation implies that the highest grade achievable is a "B." Three (3) or more instances of non-participation constitute grounds for a recommendation to withdraw from the course. Students must register absences via email to the instructor prior to the beginning of that class. It is the responsibility of the student to obtain materials from other students in the event of an absence.

3. Weekly Quizzes

Students will undertake weekly multiple-choice quizzes intended to ensure objective content mastery and aid student self-efficacy. Feedback from returned quizzes may also serve as an invaluable resource for future assignments.

4. Case Development Presentations

This course culminates in a realization of course concepts through two collaborative small group projects to be presented during weeks 13 and 14. These Case Development projects are intended to help cultivate a greater awareness of ethical issues and resources in the practice of nursing. Please consult the full prompt on page 7.

Assessment, Grading, and Late Work Policy

I do not ask that you *believe* the subject matter covered in our course – I ask that you *know* it. Final grades will be based on regular and active participation (30%), weekly quizzes (30%), and the case projects (40%). Grades awarded reflect the quality of a student's overall achievement and holistic performance in the course.

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

Weekly quizzes cannot be made up at a later date except by advance written permission of instructor.

Credit Hour Policy

As established by the Chaminade University of Honolulu Credit Hour Policy, this three-credit hour course represents a minimum of 135 hours of student engagement over one 15-week semester. Students enrolled in this course are expected to satisfactorily complete:

1. 40.66 hours of regularly scheduled in-person classroom instruction (e.g., lectures on course themes, weekly seminars on assigned readings, collaborative group discussions, case studies, etc.)
2. 24.00 hours of Case Development Presentations preparation (i.e., collaborative ideation, data collection, case refinement, and presentation development, practice, and revision)
3. 70.34 hours of ancillary work averaging 4.68 hours per week (e.g., course readings, quiz preparation, supplementary research and study, office hour visits and one-on-one support, completion of additional assignments to address specific needs, and optional reflection papers)

Course Policies

The Free Exchange of Thought

The university has long been a privileged place for the exchange of ideas and positions. This implies both the freedom to express one's thoughts and the responsibility to hear and respect the thoughts of others. Religious freedom and freedom of the conscience are central concepts of the Catholic Intellectual Tradition. Students are encouraged to think about and question the concepts covered but will be assessed solely by an ability to adequately demonstrate understanding, appropriation, and synthesis of the course content and material.

Academic Honesty and Plagiarism

Plagiarism might be broadly defined as the misrepresentation of another's work or ideas as one's own. The abuse of generative AI is an important example. In the first instance of alleged plagiarism, the instructor and student will meet during office hours to review evidence supporting the allegation of plagiarism and discuss proper citation techniques. Subsequent offenses will not be tolerated. Withdrawal from this course and/or other disciplinary actions will be considered and pursued to the fullest extent afforded by university policy.

Style, Language, and Grammar

All work must be submitted in legible and intelligible Standard American English (AmE) or 'Ōlelo Hawai'i (by prior arrangement with instructor) according to the generally accepted standards of those languages. The Turabian style of citation and paper formatting has been traditionally preferred in Philosophical and Theological disciplines. Students may choose to use a different citation method (APA, MLA, etc.) so long as it is utilized accurately and consistently. Exceptions for the above guidelines may be made in consultation with the instructor for free academic expression in other formats (e.g., spoken word, song, dance, or visual art) as appropriate. In all cases, the judicious use of equitable, gender-inclusive language must always be observed.

Classroom Decorum and the Use of Electronic Devices

Please remain seated for the duration of the course and refrain from offensive or distracting behavior including intentionally inflammatory discourse and extraneous speaking. The instructor will regularly pause to invite your questions; please reserve them until asked. Student-parents unable to secure childcare are welcome to bring their children to class on an emergency basis. Please monitor children so that they are not disruptive to others on campus. Our class sessions will conclude on time; there is no need to pack your belongings ahead of the session end. The use of electronic devices during periods of instruction, especially photographic retention and audiovisual recording of intellectual property, is strictly prohibited unless permission is granted by instructor. Electronic devices may be periodically employed by the instructor to augment the learning experience; use them only as directed. Please help to minimize interference with our learning by silencing your cellphones and/or push notifications during instructional time. Exceptions to this rule include emergency communication.

Office Hours

Office hours are an invaluable opportunity to build a stronger sense of university community, deepen one's knowledge, and form more nurturing relationships with faculty in an individualized format. In-person office hours are offered as posted and are subject to change. Students may schedule a private Zoom meeting if preferred. Those who prefer to speak over the telephone are also encouraged to pursue that option. Students are highly encouraged to schedule an appointment through email to guarantee instructor availability.

Instructor and Student Communication

All written communication between the instructor and student must take place through official Chaminade University email addresses or through our Canvas course site. Please do not contact the instructor through other electronic media including personal email addresses. It is imperative that you check your email on a regular basis as important information (e.g., emergency class cancellations, feedback or academic progress reports, or requests to meet during office hours) will be conveyed there.

University Policies

For complete information regarding all university policies, including academic and personal entitlements, protections, and recourse for students, please refer to the Student Handbook annually updated on the following webpage: <https://catalog.chaminade.edu>.

Attendance Policy ([as codified in the Academic Catalog](#))

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy ([as codified in the Academic Catalog](#))

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life.

Student Accommodations ([as codified in the Academic Catalog](#))

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008). Students are responsible for contacting Kōkua 'Ike: Center for Student Learning to request accommodations. Verification of their disability will be requested through appropriate documentation. All required paperwork will be completed by the student before accommodations are approved.

Although ADA accommodations and/or modifications can be requested at any time, it is highly recommended that students notify Kōkua 'Ike prior to the start of the academic school year by completing the Kōkua 'Ike Online Registration/Request Form found on the Chaminade website. ADA accommodations are not retroactive.

For more information, contact ada@chaminade.edu or call 808-739-7459.

Notice of Nondiscriminatory Policy ([as codified in the Academic Catalog](#))

Harassment and discrimination are specifically prohibited by state and federal law and any instance of harassment or discrimination may result in both civil and criminal liability on the part of the individual harasser as well as the University.

Specifically, the University is committed to complying with the Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the 1972 Education Amendments, the Equal Pay Act of 1963, Executive Order 11246, as amended the Age Discrimination Act of 1975, Titles VII and VIII of the Public Health Services Act, as amended, the Rehabilitation Act of 1973, the Equal Opportunities Employment Act of 1972, the Vietnam Era Veteran's Assistance Act of 1974, the Americans with Disabilities Act of 1990 and Hawaii Revised Statutes, Chapters, 76, 78, and 378.

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office of the Vice President of Administration and General Counsel.

Over weeks 13 and 14, small groups of three (3) to four (4) students will develop ethical positions employing principles of Western philosophical ethical theory, the American Nurses Association's *Code of Ethics for Nurses with Interpretive Statements*, and the United States Conference of Catholic Bishops' *Ethical and Religious Directives for Catholic Health Care Services*.

Collaborative student development and analyses of fictional cases is intended to exercise critical appropriation of method, principles, and codes. As a heuristic activity, these cases represent a developmental milestone for enhanced ethical conceptualization and reflection. Students are not to refer to their cases or the cases of others as guides for present action or as precedents for future situations. Cases may draw elements from, but must not coincide with, actual events, real patient-subjects, or specific institutional policies.

Groups are required to develop two types of cases to be considered.

1. Case Development I: Consult (4/10)

Students will develop, analyze, and address an ethical case focused on a *patient-centered ethical consult*. This case is to emphasize ethical considerations as it relates to the care of a particular patient-subject, holistically considered. A well-developed consultation case will contain requisite elements of ethical argumentation: identifying the ethically salient elements of a case, the selection of appropriate ethical methods and principles to address it, and proposing an informed contribution to the resolution of the case.

2. Case Development II: Conduct (4/17)

Students will develop, analyze, and address an ethical case focused on *practitioner-centered ethical conduct*. This case is to emphasize ethical considerations as it relates to a situation calling for the exercise of one's responsibilities and obligations that nursing practice entails. A well-developed conduct case will contain requisite elements of ethical argumentation: identifying the ethically salient elements of a case, the selection of appropriate ethical methods and principles to address it, and proposing an informed personal-professional response.

Student-developed cases will be presented to our class for consideration, analysis, and discussion for broader collaborative learning. Instructor assessment of student-developed cases and presentations will be based on the criteria as described in the Case Development I and II Grading Rubric on page 8. Documentation of each case and artifacts relating to its presentation must be submitted to the instructor by the end of its respective class session. (e.g., outline, paper, scripts, PowerPoint, video recording, etc.)

| | Superior (5) | Excellent (4) | Good (3) | Poor (2) | Fail (0) |
|---|---|---|--|---|---|
| Presentation of Case | Case is an ethical issue relating to nursing practice, incorporating medically accurate descriptors, highlighting an exceptionally difficult ethical situation that evades simple resolution | Case is an ethical issue relating to nursing practice, incorporating medically accurate descriptors, clearly demonstrating the ethical significance of its problematic elements | Case is an ethical issue relating to nursing practice and contains coherent structural elements | Case is an ethical issue but is only tangentially related to nursing practice or is backed by unreliable data from questionable sources (e.g., “trust me bro” and/or Wikipedia) | Case not an ethical issue relating to nursing practice or is largely to entirely incoherent |
| Exposition of Method and Principles | Exposition of method and principles is undertaken with exceptional precision, nuance, and sophistication befitting advanced academic ethical discourse | Exposition of method and principles is presented in a way that exemplifies content-facility and manifest depth of understanding | Exposition of method and principles is undertaken with clear proficiency | Exposition of method and principles is largely accurate but is not adequately representative of course content | Exposition of method and principles is misrepresentative, incomplete, or missing entirely |
| Deployment of Method and Principles in Case | Deployment of method and principles exhibits conceptual clarity, disciplined creativity, critical appropriation, demonstrating mastery of ethical technique and executive command | Deployment of method and principles poses a well-reasoned, robust, and compelling contribution toward the resolution of ethical issues | Deployment of method and principles is appropriate and befits the case at hand | Deployment of method and principles is weak, tangential, or marginal | Deployment of method and principles is egregiously inaccurate, insufficient, or missing |
| Style of Argumentation | Argumentation displays a strong capacity for extemporaneous critical thinking and problem solving, communicated with clarity, and receptive to the insights of others in a spirit of collaboration and collegiality | Argumentation displays excellent skills of clear communication, utilizing provocative and persuasive strategies to encourage broad consideration of a well-informed resolution | Argumentation displays facility in effectively communicating an ethical problem and proposing a well-informed resolution | Argumentation displays some ethical awareness and competence | Argumentation is conceptually weak, confused, or combative |

| Week | Date | |
|----------------------|------|--|
| 1 | 1/10 | |
| Preparation (Canvas) | | <i>No readings assigned</i> |
| 2 | 1/17 | |
| Introduction | | a. Burkhardt 1: "Social, Philosophical, and Other Historical Forces Influencing the Development of Nursing" b. Fowler 1: "Religion and Nursing" c. Fowler 3: "Religion and Theoretical Thinking in Nursing" |
| 3 | 1/24 | |
| Utilitarianism | | a. Epicurus: <i>Letter to Menoeceus</i> b. Carson 1: "Spirituality" c. Carson 2: "Religion, Spirituality, and Health" |
| 4 | 1/31 | |
| Deontology | | a. Cicero: <i>De Officiis</i> , Books I and III b. Fowler 5: "A Critical Reading Across Religion and Spirituality: Contributions of Postcolonial Theory to Nursing Ethics" c. Carson 5: "The Legal Issues: Religion Versus Health Care" |
| 5 | 2/7 | |
| Virtue Ethics | | a. Aristotle: <i>Nicomachean Ethics</i> , Books I and II b. Burkhardt 4: "Values Clarification" c. Burkhardt 5: "Values Development" d. Carson 6: "Spirituality: Identifying and Meeting Spiritual Needs" |
| 6 | 2/14 | |
| Principles | | a. Burkhardt 3: "Ethical Principles" b. AMU: <i>The Five Characteristics of a Marianist Education</i> c. Fowler 6: "Intersectional Analyses of Religion, Culture, Ethics, and Nursing" |
| 7 | 2/21 | |
| ANA Provisions I | | a. ANA: <i>Code of Ethics for Nurses with Interpretative Statements</i> , Provisions 1-4 b. Carson 12: "Ethical Decision Making and Spirituality" c. Fowler 14: "Religions of Native Peoples and Nursing" |
| 8 | 2/28 | |
| ANA Provisions II | | a. ANA: <i>Code of Ethics for Nurses with Interpretative Statements</i> , Provisions 5-9 b. Burkhardt 18: "Transcultural and Spiritual Issues" c. Carson 13: "Spirituality within Educational and Work Environments" |
| 9 | 3/6 | |
| Theological Ethics | | <i>No readings assigned</i> |
| 10 | 3/13 | |
| ERDs I | | a. USCCB: <i>Ethical and Religious Directives for Catholic Health Care Services</i> , Preamble, Introduction, Part I, Part II, Part III b. Carson 3: "Theism and Healthcare" c. Fowler 8: "A History of Roman Catholic Nursing in the United States" |
| 11 | 3/27 | |
| ERDs II | | a. USCCB: <i>Ethical and Religious Directives for Catholic Health Care Services</i> , Part IV, Part V, Part VI, Conclusion b. Carson 4: "Eastern Pantheism and Healthcare" c. Carson 10: "Spirituality in Death and Bereavement" |
| 12 | 4/3 | |
| Holistic Vocation | | a. Fowler 17: "The Nurse as a Religious Person" |
| 13 | 4/10 | |
| Case Development I | | a. Burkhardt 7: "Ethical Decision Making" b. Burkhardt Parts IV and V (as resource) c. Fowler 18: "The Measurement of Religious Concepts in Nursing" |
| 14 | 4/17 | |
| Case Development II | | a. Burkhardt 9: "Professional Relationship Issues" b. Burkhardt Parts IV and V (as resource) c. Fowler 16: "Religion and Patient Care" |
| 15 | 4/24 | |
| Course Conclusion | | <i>No readings assigned</i> |