

**NURS 500**  
**Section #xxx**

**Bridge Course**  
**2 Units**

**Instructor:** Christa Bancroft, Ph.D  
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**Telephone:** 213-740-5553  
**Office:** Zoom classroom  
**Office Hours:** Announced on class wall

**Course Days:** Tu  
**Course Time:** 10-12 p.m. or 1-3 p.m.  
**Course Location:** Zoom classroom

**I. Course Prerequisites or Corequisites**

This course will provide the necessary scientific content basis for the graduate Pathophysiology and Pharmacology courses. Specifically, this course will provide a working knowledge of chemistry, biochemistry, cell biology, metabolism, genetics, microbiology, and immunology at the undergraduate level, situated within the context of clinical diseases and conditions.

**II. Catalogue Description**

The bridge course covers key concepts from chemistry, biochemistry, genetics, cell biology, metabolism, microbiology, and immunology in an 8-week format. Successful completion of this unique preparatory course is expected to position students for success in the graduate-level Pathophysiology and Pharmacology courses.

**III. Course Description**

The bridge course will concisely cover critical topics within these domains: chemistry, biochemistry, genetics, cell biology, metabolism, microbiology, and immunology, as listed in the detailed topic listing. The concepts covered are foundational to an understanding of graduate level pathophysiology and pharmacology, and are presented in the context of their relationship to advanced clinical practice.

**IV. Course Objectives**

At the end of this course, the student should be able to:

Objective No.	Objectives
1	Identify basic principles and properties of atoms, molecules, and bonding, including chemistry of acids and bases, with applications to human biology.
2	Describe the interaction between structure and function of biological molecules discussed in the graduate science courses, including nucleic acids and the molecular basis of genetics.
3	Explain basic concepts of cell structure and function, cellular communication, and the life cycle of cells.
4	Identify the core principles of human genetics and their relationship to clinical genetic testing.
5	Trace the major pathways of biological metabolic processes.
6	Identify major microbiological pathogens and their pathogenic properties.
7	Describe the fundamental properties of immune system function in protection from pathogens.

**V. Course Format/Instructional Methods**

The bridge course will consist of lectures delivered asynchronously, with problem-solving sessions delivered synchronously. Online discussion forums will permit students to obtain peer- and instructor-provided guidance.

**VI. Student Learning Outcomes**

Student learning for this course relates to one or more of the following nine nursing core competencies:

Nursing Core Competencies		NURS 500	Course Objective
1	Scientific Foundation Competencies	*	1-7
2	Leadership		
3	Quality		
4	Practice Inquiry		
5	Technology and Information Literacy		
6	Policy		
7	Health Delivery System		
8	Ethics		
9	Independent Practice		

\*Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

SCIENTIFIC FOUNDATION COMPETENCIES		
Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<b><i>Family Nurse Practitioner competent in Scientific Foundation Competencies:</i></b> <ul style="list-style-type: none"> <li>Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings</li> </ul>	Critically analyzes data and evidence for improving advanced nursing practice.	Exams
	Integrates knowledge from the humanities and sciences within the context of nursing science.	
	Translates research and other forms of knowledge to improve practice processes and outcomes.	
	Develops new practice approaches based on the integration of research, theory, and practice knowledge.	

## VII. Course Assignments, Due Dates, and Grading

Assignment	Due Date	% of Final Grade
Exam 1	Week 3	23.75%
Exam 2	Week 5	23.75%
Exam 3	Week 7	23.75%
Exam 4	Week 9	23.75%
Class Participation	Ongoing	5%

Each of the major assignments is described below.

### Exams (95% of course grade)

Four objective, online tests will be used to assess student attainment of the learning objectives. Students will be given four exams during Weeks 3, 5, 7, and 9. Exam 1 will be based on content material from Weeks 1 and 2 (49 multiple choice questions, 74 minute exam). Exam 2 will be based on content from Weeks 3 and 4 (49 multiple choice questions, 74 minute exam). Exam 3 will be based on content from Weeks 5 and 6 (49 multiple choice questions, 74 minute exam). Exam 4 will be based on content from Weeks 7 and 8 (49 multiple choice questions, 74 minute exam).

All exams in this course will require students to deploy software called Proctortrack. This is a software system that automatically proctors student exams, verifies student identities throughout the exam, and provides instructors with brief video clips and screenshots if potential testing violations occur. Proctortrack is fully integrated with the Learning Management System, however, students are required to complete a practice exam at the start of the semester to ensure the technology is setup properly on their computers. If students experience issues or have questions with the practice exam or with Proctortrack in general, students should contact student support for help in advance of taking the exam.

To ensure a successful testing environment, students should:

- Choose a private location with no distractions
- Have nothing around that could make noise
- Set up proper lighting and ensure his/her face is clearly visible
- Not have food or drink
- Close all browser tabs and other programs
- Have only one keyboard, mouse, and monitor connected
- Not leave testing area/camera view during the exam
- Not take or use notes (unless specifically allowed by instructor)
- Not use or have nearby additional technology (phones, tablets, television, etc.)
- Not have other people in the room
- Have a hardwire connection

**Due: Weeks 3, 5, 7 and 9.**

*This assignment relates to Student Learning Outcome 1.*

### **Class Participation (5% of course grade)**

Students' active involvement in the class is considered essential to their growth as practitioners. Their presence in class, along with preparation by having read and considered the assignments and participation in discussion and activities are essential. Class participation is based on participation in online and in class discussions. Class participation is mandatory; if a student anticipates missing a class or is ill they will need to notify the instructor as soon as possible.

### **Class grades will be based on the following:**

This course is graded Pass/No Pass. You will earn a passing grade if your total score for the class is at least 80% of the possible points from participation and exams scores.

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

## VIII. Required and Supplementary Instructional Materials and Resources

### Required Textbooks:

A custom textbook from Pearson Publishing will be assembled to the instructions of the course faculty. You may purchase the paperback **or** e-text version. You do not need to purchase both.

Paperback version with access code for Pearson Mastering on-line content is available for purchase through the USC bookstore: <http://www.uscbookstore.com>  
Titled: Pearson NURS 500 Collection (CUSTOM) ISBN: 9780135385517

E-text with Pearson Mastering on-line content is available directly through the Pearson website: [www.pearsonmylabandmastering.com](http://www.pearsonmylabandmastering.com). Your instructor will send out course I.D. information prior to the start of classes to purchase access.

The sources of the chapters for the custom text, described above, are from the following textbooks (you do not need to purchase these textbooks separately):

Marieb, E. N., & Hoehn, K. (2009). *Human anatomy and physiology* (8th ed.). Boston, MA: Pearson.

Tortora, G. J., Funke, B. R., & Case, C. L. (2016). *Microbiology, an introduction* (12th ed.) Boston, MA: Pearson.

### Recommended Guidebook for APA Formatting:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

**Note:** Additional required and recommended readings may be assigned by the instructor throughout the course.

## Course Overview

Week	Content	Assignments
1	<b>Module 1: General Chemistry</b> <ul style="list-style-type: none"> <li>Matter, bonding, and molecules</li> <li>Solutions</li> <li>Osmotic equilibrium</li> <li>Acid/base equilibrium</li> </ul>	
2	<b>Module 2: Cell Biology</b> <ul style="list-style-type: none"> <li>Prokaryotic and eukaryotic cell structure</li> <li>Biomolecule structure and function</li> <li>Cell communication</li> <li>Membrane signaling mechanisms</li> </ul>	
3	<b>Module 3: Cell Division and Nucleic Acid Function</b> <ul style="list-style-type: none"> <li>Mitosis and meiosis</li> <li>Chromosome structure and function</li> <li>Gene function and protein synthesis</li> </ul>	<b>Exam 1: 49 questions (74 minutes)</b>
4	<b>Module 4: Biotechnology and Human Genetics</b> <ul style="list-style-type: none"> <li>Human genetics</li> <li>Biotechnology</li> </ul>	
5	<b>Module 5: Metabolism</b> <ul style="list-style-type: none"> <li>Biomolecules of metabolism</li> <li>Catabolic pathways</li> <li>Anabolic pathways</li> <li>Vitamins</li> </ul>	<b>Exam 2: 49 questions (74 minutes)</b>
6	<b>Module 6: Microbiology, Part 1</b> <ul style="list-style-type: none"> <li>Structure and function of bacteria</li> <li>Identification of pathogenic bacteria</li> <li>Mechanisms of bacterial pathogenesis</li> </ul>	
7	<b>Module 7: Microbiology, Part 2</b> <ul style="list-style-type: none"> <li>Structure and function of viruses</li> <li>Structure and function of yeast and molds</li> </ul>	<b>Exam 3: 49 questions (74 minutes)</b>
8	<b>Module 8: Immunology: Our Body's Defense System</b> <ul style="list-style-type: none"> <li>Cells and molecules of the immune system</li> <li>Innate immunity</li> <li>Adaptive immunity</li> </ul>	
9	<b>Final exam</b>	<b>Exam 4: 49 questions (74 minutes)</b>
<b>Study Days / No Classes</b>		
<b>Final Examinations</b>		

## Course Schedule—Detailed Description

Module 1: General Chemistry	Month Date
<b>Topics</b>	
<ul style="list-style-type: none"> <li>• Matter, bonding, and molecules</li> <li>• Solutions <ul style="list-style-type: none"> <li>Electrolyte imbalance</li> </ul> </li> <li>• Osmotic equilibrium <ul style="list-style-type: none"> <li>Acidosis</li> <li>Oxygen-hemoglobin binding</li> </ul> </li> </ul>	

This module relates to Course Objective 1.

### Required Readings:

Marieb, E. N., & Hoehn, K. (2009). *Human anatomy and physiology* (8th ed.). Boston, MA: Pearson.

1. Chapter 1: Chemistry comes alive, pp. 1-38.

Module 2: Cell Biology	Month Date
<b>Topics</b>	
<ul style="list-style-type: none"> <li>• Prokaryotic and eukaryotic cell structure <ul style="list-style-type: none"> <li>Burn patient</li> <li>Lysosomal storage disease</li> </ul> </li> <li>• Biomolecule structure and function <ul style="list-style-type: none"> <li>Sickle cell anemia</li> <li>Hereditary spherocytosis</li> </ul> </li> <li>• Cell communication</li> <li>• Membrane signaling mechanisms</li> </ul>	

This module relates to Course Objectives 2 and 3.

### Required Readings:

Marieb, E. N., & Hoehn, K. (2009). *Human anatomy and physiology* (8th ed.). Boston, MA: Pearson.

1. Chapter 2: Cells: The living units, pp. 39-96.

Module 3: Cell Division and Nucleic Acid Function	Month Date
<b>Topics</b>	
<ul style="list-style-type: none"> <li>• Mitosis and meiosis <ul style="list-style-type: none"> <li>Cancer</li> </ul> </li> <li>• Chromosome structure and function</li> <li>• Gene structure and protein synthesis <ul style="list-style-type: none"> <li>Cystic fibrosis</li> </ul> </li> </ul>	

This module relates to Course Objectives 2, 3, 4.

### Required Readings:

Marieb, E. N., & Hoehn, K. (2009). *Human anatomy and physiology* (8th ed.). Boston, MA: Pearson.

1. Review Chapter 2: Cells: The living units, pp. 39-96.
2. Chapter 4: Heredity, pp. 147-162.

Module 4: Biotechnology and Human Genetics	Month Date
<b>Topics</b>	
<ul style="list-style-type: none"> <li>• Human genetics <ul style="list-style-type: none"> <li>Sources of genetic variation</li> <li>Patterns of inheritance</li> <li>Pharmacogenomics</li> <li>Huntington disease</li> </ul> </li> <li>• Biotechnology <ul style="list-style-type: none"> <li>Laboratory methods in genetics and genomics</li> </ul> </li> </ul>	

This module relates to Course Objectives 3 and 4.

**Required Readings:**

Tortora, G. J., Funke, B. R., & Case, C. L. (2016). *Microbiology: An introduction* (12th ed.) Boston, MA: Pearson.

1. Chapter 5: Biotechnology and DNA technology, pp. 163-190.

Marieb, E. N., & Hoehn, K. (2009). *Human anatomy and physiology* (8th ed.). Boston, MA: Pearson.

1. Review Chapter 4: Heredity, pp. 147-162.

Module 5: Metabolism	Month Date
<b>Topics</b>	
<ul style="list-style-type: none"> <li>• Biomolecules of metabolism</li> <li>• Catabolic pathways <ul style="list-style-type: none"> <li>Shock and lactic acidosis</li> <li>Cyanide and metabolic uncouplers</li> <li>Diabetic ketoacidosis</li> <li>Stress</li> </ul> </li> <li>• Anabolic pathways <ul style="list-style-type: none"> <li>Obesity</li> </ul> </li> </ul>	

This module relates to Course Objectives 2 and 5.

**Required Readings:**

Marieb, E. N., & Hoehn, K. (2009). *Human anatomy and physiology* (8th ed.). Boston, MA: Pearson.

1. Chapter 3: Nutrition, metabolism, and body temperature regulation, pp. 97-146.

Module 6: Microbiology, Part 1	Month Date
<b>Topics</b>	
<ul style="list-style-type: none"> <li>• Structure and function of bacteria</li> <li>• Identification of pathogenic bacteria</li> <li>• Mechanisms of bacterial pathogenesis <ul style="list-style-type: none"> <li>Infectious diarrhea</li> <li>Antibiotic resistance</li> </ul> </li> </ul>	

This module relates to Course Objective 6.

**Required Readings:**

Tortora, G. J., Funke, B. R., & Case, C. L. (2016). *Microbiology: An introduction* (12th ed.) Boston, MA: Pearson.

1. Chapter 6: The prokaryotes: Domains bacteria and archaea, pp. 191-222.

2. Chapter 9: Principles of disease and epidemiology, pp. 297-326.
3. Chapter 10: Microbial mechanisms of pathogenicity, pp. 327-350.

Module 7: Microbiology, Part 2	Month Date
<b>Topics</b>	
<ul style="list-style-type: none"> <li>• Structure and function of viruses               <ul style="list-style-type: none"> <li>Cancer</li> <li>Vaccines</li> </ul> </li> <li>• Structure and function of yeast and molds</li> </ul>	

This module relates to Course Objective 6.

**Required Readings:**

Tortora, G. J., Funke, B. R., & Case, C. L. (2016). *Microbiology: An introduction* (12th ed.) Boston, MA: Pearson.

1. Chapter 7: Eukaryotes: Fungi, algae, protozoa and helminths, pp. 223-262.
2. Chapter 8: Viruses, viroids, and prions, pp. 263-296.
3. Review Chapter 9: Principles of disease and epidemiology, pp. 297-326.
4. Review Chapter 10: Microbial mechanisms of pathogenicity, pp. 327-350.

Module 8: Immunology	Month Date
<b>Topics</b>	
<ul style="list-style-type: none"> <li>• Cells and molecules of the immune system</li> <li>• Innate immunity               <ul style="list-style-type: none"> <li>Acute inflammation</li> </ul> </li> <li>• Adaptive immunity               <ul style="list-style-type: none"> <li>Monoclonal antibodies</li> </ul> </li> </ul>	

This module relates to Course Objective 7.

**Required Readings:**

Tortora, G. J., Funke, B. R., & Case, C. L. (2016). *Microbiology: An introduction* (12th ed.) Boston, MA: Pearson.

1. Chapter 11: Innate immunity: Nonspecific defenses of the host, pp. 351-380.
2. Chapter 12: Adaptive immunity: Specific defenses of the host, pp. 381-406.

Study Days / No Classes	Month Date

Final Examinations	Month Date



## University Policies and Guidelines

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### IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (xxx@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements in advance to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

### X. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### XI. SUPPORT SYSTEMS

*Student Counseling Services (SCS)* – (213) 740-7711 – 24/7 on call  
[engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline* – 1 (800) 273-8255  
[www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP)* – (213) 740-4900 – 24/7 on call  
USC Student Health Sexual Assault & Survivor Support: <https://studenthealth.usc.edu/sexual-assault/>  
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

*Office of Equity and Diversity (OED) / Title IX Compliance* – (213) 740-5086  
[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

*Bias Assessment Response and Support – (213) 740-2421*

USC Policy Reporting to Title IX: <https://policy.usc.edu/reporting-to-title-ix-student-misconduct/>

Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response.

*The Office of Disability Services and Programs (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, and assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[studentaffairs.usc.edu/ssu](http://studentaffairs.usc.edu/ssu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC – (213) 740-2101*

[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.

## **XII. ADDITIONAL RESOURCES**

S Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

## **XIII. STATEMENT ABOUT INCOMPLETES**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

## **XIV. POLICY ON LATE OR MAKE-UP WORK**

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

## **XV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

## **XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly*

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

### **Preamble**

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

### **Code of Ethics for Nurses**

Ethics is an integral part of the foundation of nursing. Nursing has a distinguished history of concern for the welfare of the sick, injured, and vulnerable and for social justice. This concern is embodied in the provision of nursing care to individuals and the community. Nursing encompasses the prevention of illness, the alleviation of suffering, and the protection, promotion, and restoration of health in the care of individuals, families, groups, and communities. Nurses act to change those aspects of social structures that detract from health and well-being. Individuals who become nurses are expected not only to adhere to the ideals and moral norms of the profession but also to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive. A code of ethics makes explicit the primary goals, values, and obligations of the profession.

The Code of Ethics for Nurses serves the following purposes:

- It is a succinct statement of the ethical obligations and duties of every individual who

- enters the nursing profession.
- It is the profession's nonnegotiable ethical standard.
- It is an expression of nursing's own understanding of its commitment to society.

There are numerous approaches for addressing ethics; these include adopting or subscribing to ethical theories, including humanist, feminist, and social ethics, adhering to ethical principles, and cultivating virtues. The Code of Ethics for Nurses reflects all of these approaches. The words *ethical* and *moral* are used throughout the Code of Ethics. "Ethical" is used to refer to reasons for decisions about how one ought to act, using the abovementioned approaches. In general, the word *moral* overlaps with *ethical* but is more aligned with personal belief and cultural values. Statements that describe activities and attributes of nurses in this Code of Ethics are to be understood as normative or prescriptive statements expressing expectations of ethical behavior.

The Code of Ethics for Nurses uses the term *patient* to refer to recipients of nursing care. The derivation of this word refers to "one who suffers," reflecting a universal aspect of human existence. Nonetheless, it is recognized that nurses also provide services to those seeking health as well as those responding to illness, to students and to staff, in health care facilities as well as in communities. Similarly, the term *practice* refers to the actions of the nurse in whatever role the nurse fulfills, including direct patient care provider, educator, administrator, researcher, policy developer, or other. Thus, the values and obligations expressed in this Code of Ethics apply to nurses in all roles and settings.

The Code of Ethics for Nurses is a dynamic document. As nursing and its social context change, changes to the Code of Ethics are also necessary. The Code of Ethics consists of two components: the provisions and the accompanying interpretive statements. There are nine provisions. The first three describe the most fundamental values and commitments of the nurse; the next three address boundaries of duty and loyalty, and the last three address aspects of duties beyond individual patient encounters. For each provision, there are interpretive statements that provide greater specificity for practice and are responsive to the contemporary context of nursing. Consequently, the interpretive statements are subject to more frequent revision than are the provisions.

Additional ethical guidance and detail can be found in ANA or constituent member association position statements that address clinical, research, administrative, educational, or public policy issues.

*Code of Ethics for Nurses with Interpretive Statements* provides a framework for nurses to use in ethical analysis and decision-making. The Code of Ethics establishes the ethical standard for the profession. It is not negotiable in any setting nor is it subject to revision or amendment except by formal process of the House of Delegates of the ANA. The Code of Ethics for Nurses is a reflection of the proud ethical heritage of nursing, a guide for nurses now and in the future.

## **XVII. ACADEMIC DISHONESTY SANCTION GUIDELINES**

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or

redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

### **XVIII. COMPLAINTS**

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind for further guidance.

### **XIX. Tips for Maximizing Your Learning Experience in this Course (Optional)**

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete Required Readings: and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

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*Don't procrastinate or postpone working on assignments.*

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