DRAFT: DO NOT DISTRIBUTE.
College: McAnulty College and Graduate School of Liberal Arts.
Course: Thursday 3:05-5:45pm, Fisher Hall: 609.
Office Hours: By appointment.
Fisher Hall 300 suite [e-mail: magillg@duq.edu]; Tel. (412) 396-1596.

Course Instructor:
Gerard Magill, Ph.D., The Vernon F. Gallagher Chair for the Integration of Science, Theology, Philosophy and Law and Professor of Healthcare Ethics
Duquesne University, 600 Forbes Avenue, Pittsburgh, PA 15282.

COURSE OBJECTIVES.

Course Description. This course provides a foundational introduction to HCE and to other doctoral degree courses in the healthcare ethics curriculum. The course presents an analysis of dominant methods in healthcare ethics from historical, systematic, and religious perspectives. Practical issues are engaged to illustrate methodological issues.

HCE Program Learning Outcomes. These Learning Outcomes pertain to HCE-659.

a. Fundamental Knowledge.
   Students can understand and analyze HCE theory and methods as well as major applied topics

b. Multi-disciplinary Study.
   Students can critically relate HCE with multi-disciplinary fields in health care as a diverse and global enterprise (empirical research, law, medicine, philosophy, religion, science, etc).

c. Scholarship.
   Students can research and write scholarly essays, teach and communicate effectively, and present academic papers that:
   • present cogent argument(s),
   • engage scholarly literature, and
   • demonstrate critical analysis and organization.

d. Professionalism.
   Students can integrate academic learning with experiential learning in clinical/organizational rotations as a function of service-learning and development as an HCE professional

e. Ethical Leadership.
   Students can function as HCE expert and provide ethical leadership, with the knowledge, skills, competencies and character traits to provide ethics services (ethics consultations, ethics committees, institutional review boards, etc).

   Can foster co-curricular practices for life-long learning to personally value and engage the clinical, organizational, and professional components of HCE in a global context. Practices include: accessing journals and literature for developments in HCE; networking with colleagues in professional associations; fostering a community of scholars in the HCE
program, for example, participating in seminars/colloquia/speaker events, preparing for comprehensive exams, writing doctoral projects.

**RESEARCH COMPETENCIES.** The course is designed around three Research Competencies regarding methods in health care ethics. These three competencies will be explored and analyzed in the three Course Projects and the Course Research Essay.

1. **Research Competency #1. HISTORICAL ANALYSIS:**
   Historical Development of HCE Methods. Understand from an historical perspective how normative methods in HCE have developed.

   **5 Page Project (2 weeks of work):** Present an historical analysis of how normative methods in HCE have developed.

   **Required Reading:**

2. **Research Competency #2. SYSTEMATIC ANALYSIS:**

   **10 Page Project (4 weeks of work):** Provide a systematic analysis of methods of moral justification in HCE using ethical norms, principles & theories.

   **Required Reading:** Because this book is so prominent in the field it is important to master the text thoroughly.
   - Tom L. Beauchamp and James F. Childress, *Principles of Biomedical Ethics*, 7th ed, (Oxford: Oxford University Press, 2013), chapters, 1-3, 4-8, 10 (note, no need to read Ch.9).

3. **Research Competency #3. RELIGIOUS ANALYSIS:**
   Religious Methods in HCE. Understand how religious approaches constitute distinct methods in HCE.

   **10 Page Project (4 weeks of work):** Offer an analysis of religious approaches as distinct methods in HCE.
Required Readings:

**COURSE READINGS.**
1. **HCE-659, Required Readings.** Listed above under Research Competencies 1-3.

2. **HCE Supplementary Materials.** The 3rd item under each Research Project (above) is supplementary material that students may use for the Research Project and/or for the Research Essay.

**COURSE SCHEDULE.**
- Course Intro, Seminar #1; Thu. Aug. 29.
- Research Project #1 (5 pages); due Tue. Sep.10 for Seminar, Sep. 12.
- Research Project #2 (10 pages); due Tue. Oct. 8 for Seminar, Oct. 10.
- Research Project #3 (10 pages); due Tue. Nov. 5 for Seminar, Nov. 7.
- Research Essay (30 pages plus end notes & bibliography).
  - b. Voluntary submissions of Research Essays at the Nov. 21 seminar discussion, due Tue. Nov. 19.

**RESEARCH PROJECTS.** [See RP assignments under Research Competencies, above].
1. **Reading Requirements.** Each 10-page Research Project will require students to critically engage the equivalent of 2 books (the 5-page project covers 1 book) to (a) master the relevant knowledge and (b) engage in critical reading and writing.
2. **Research Competencies.** The Research Competencies on Methods in HCE are identified by the three Research Projects: (a) historical analysis, (b) systematic analysis, (c) religious analysis. Each Research Project will demonstrate that the student has mastered the relevant Research Competency.
3. **Literature Integration.** Students should include approximately 30 notes in each 10-page research project (15 notes for the 5-page project) referring to the texts assigned for the Project.
4. **Relation of Projects with Essay.** The three Research Projects may be integrated into the Research Essay but not in a manner of cut-and-paste from one to the other.
RESEARCH SEMINARS.
The Research Seminars discuss the three Research Competencies and the Research Essay. Drafts of the three Research Projects may not be submitted. While students will not formally present their Research Projects during the Seminars, the Instructor will call upon students individually to discuss their Projects during the Seminars: hence, everyone must be ready to briefly present their materials.

RESEARCH ESSAY.
Drafts of the Research Essay may not be submitted. However, progress on the Research Essay will be discussed throughout the course with a dedicated focus in the final segment of the course, including class critique of voluntary submissions.

Integrating Research Projects (RP) with the Research Essay.
The Research Essay integrates the Research Competencies by applying RP1 (historical) and/or RP3 (religious) to RP2 (systematic). The Research Essay should adopt the Course Readings and select additional literature related to the selected topic. The Research Essay applies the focus on methods in HCE to a practical topic (options listed below).

Thesis/Title of Research Essay.
Students will select for the Research Essay a specific thesis-title from these two general options:

- **Option #1**: Connect historical analysis with methods of moral justification in HCE: applying normative methods of Ethical Decision-Making to Informed Consent and/or the role of Ethics Committees.

- **Option #2**: Connect religious analysis with methods of moral justification in HCE: applying the Catholic Principle of Double Effect to Abortion/Euthanasia.

- **Supplementary class hand-outs for use in the Course Essay:**

Essay & Project Standards.
There are three standards adopted in the HCE program for evaluating Research Projects and the Research Essays, as follows:

- Argument Formation.
- Literature Integration.
- Critical Organization and Analysis.
Essay Requirements:

1. Start research from the beginning of the course.
3. Progress will be reported in the Seminars.
4. Focus on Research Essay progress during the final Seminar.
5. Submit a copy of the essay by date assigned.
6. The essay length should be 30 pages, double-spacing.
7. Adopt the format of the *Chicago Manual of Style*, as required by the College for dissertation submissions.
8. Provide a Cover Page (name and essay title) plus an Essay Outline.
10. Notes to the references made in the essay.
    a. Use end notes (as opposed to foot notes at the bottom of the page).
    b. Do not use notes for narrative explanations – they belong in the text.
    c. There should be approx. 100 end notes in the essay.
    d. Avoid repeat references to pages from the same resource.
11. Bibliography. List all the references in alphabetical order by author. Only list items actually referred to in the essay.
12. Use of online references. Online references are not permitted.
13. Divisions and subdivisions. Use major divisions and subdivisions, evenly distributed throughout the essay, for example:
   Title: The ethical justification of mandating patient safety programs in health care organizations.
   I. Introduction.
   II. The organizational ethics problem of medical error.
      a. The range of medical problems.
      b. The range of organizational problems.
   III. The ethical principles that guide systems for patient safety.
      a. Principle 1: Protection of Patients from Medical Error.
   IV. The policy options for stem cell research.
      b. Joint Commission Accreditation Policy.
   V. The ethical justification of practical policy options for stem cell research.
      a. Justifying oversight proposal A.
      b. Justifying accreditation policy B.
   VI. Conclusion.
   VII. End Notes & Bibliography of references cited.

COURSE GRADE.
There will be no examinations. The course grade will be assigned based on the quality of the course Research Essay and the three Research Projects. The grade will be a combination of 10% for each of the three research projects and 70% for the final essay. No midterm grades will be assigned. End of term grades will be assigned adopting grading policy in the McAnulty College and Graduate School of Liberal Arts, as follows:
A 4.0 distinguished scholarly work
A- 3.7
B+ 3.3
B 3.0 normal progress towards degree
B- 2.7
C+ 2.3
C 2.0 warning; student subject to departmental action
F 0.0

HCE Handbook. The Center for Healthcare ethics has developed a *Handbook of Policies, Procedures, and Guidelines* to guide students in all curriculum related matters. See the HCE website.

Academic Integrity. This syllabus incorporates the “Expectations of Academic Integrity.” Cheating and plagiarism cannot be tolerated. All relevant policies of the McAnulty College and Graduate School of Liberal Arts apply.

Reasonable Accommodations. Students with documented disabilities are entitled to reasonable accommodations if needed. If you need accommodations, please contact the Office of Freshman Development and Special Student Services in 309 Duquesne Union (412-396-6657) as soon as possible. Accommodations cannot always be granted retrospectively.