College: McAnulty College and Graduate School of Liberal Arts.
Revised: 4-24-15.

Office Hours: By appointment.
Fisher Hall 301A [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.
The course offers an opportunity for students to investigate intensive research topics in healthcare ethics related to their anticipated DHCE Project or PhD Dissertation. The course will guide students from their broad interest in general doctoral topics to the development of a focused research thesis, investigating relevant arguments and literature to support the main components of their subsequent doctoral writing.

LEARNING OUTCOMES.

a. Fundamental Knowledge. Students will understand and analyze the major ethical and scientific debates around the research topics of their dissertations.
b. Multi-disciplinary Study. Students will critically relate discourse on the research topics of their dissertations with multi-disciplinary fields in health care as a diverse and global enterprise (empirical research, law, medicine, philosophy, religion, science, etc).
c. Scholarship. Students will research and write scholarly essays that will contribute to future teaching and effective communication, preparing academic papers that present cogent argument(s), engage scholarly literature, and demonstrate critical thinking and analysis.
d. Professionalism. Students will integrate their academic learning with experiential learning by applying discourse on the research topics of their dissertations to practical and professional issues in health care.
e. Ethical Leadership. Students will provide ethical leadership on the research topics of their dissertations.
f. Co-Curricular Practices for Life-long Learning. Students will foster co-curricular practices for life-long learning on the research topics of their dissertations genetics. 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 standards for excellence in research writing: argument formation, literature integration, critical organization and analysis. These will be applied to the research topics of their dissertations. The outcome is for students to select a focused doctoral thesis and to write a 25-page research essay divided into 5 main sections that will become the 5 chapters of the DHCE Project or PhD Dissertation.

REQUIRED COURSE READINGS. There are no required readings insofar as each student will work individually with Professor Magill to identify a doctoral thesis and write a research essay based on the literature related to the selected topic.

COURSE SCHEDULE.
  a. Weeks 1-4. Work with Professor Magill to plan and then to write a 5-page summary of the dissertation including: thesis, outline of 5 major sections/chapters, bibliography distributed across the main sections/chapters.
  b. Weeks 5-8. Submit a 10-page paper on the project. This can be an expanded version of the 5-page summary or a specific section within the essay.
  c. Weeks 9-12. Submit a 20-page paper on the project.

ESSAY REQUIREMENTS.
Integrate the standards for a research essay (above) into the essay adopting this format.
  1. The essay length should be 25 pages, double-spacing.
  2. Students must adopt the format of the Chicago Manual of Style, as required by the College for dissertation submissions.
  3. Select an Essay Title that identifies an ethics thesis, e.g. “The ethical justification of patient safety programs in health care organizations.”
  4. Present a brief Introduction and Conclusion.
  5. 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.
  6. Bibliography. List all the references in alphabetical order. Only list items actually referred to in the essay.
  7. Divisions and subdivisions. Use major divisions and subdivisions, evenly distributed throughout the essay, to lay out the sequence of concepts:
     Title: The ethical justification of patient safety programs in health care organizations.
     Outline with all sections & sub-sections.
     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 Patient Safety Programs.
   b. Joint Commission Accreditation Policy.
V.  The ethical justification of Patient Safety Programs.
   a. Justifying oversight proposal A.
   b. Justifying accreditation policy B.
VI. Conclusion.
VII. End Notes.
VIII. Bibliography of references cited.

8. Use of online references. Online references must be accurately identified with complete web address etc, including the date of access.
9. Avoid the personal pronoun. Just make the argument without phrases like “I believe…”
10. Be very cautious about using quotations.

**COURSE GRADE.**
There will be no examinations. The course grade will be assigned based on the quality of the course research 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>distinguished scholarly work</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>normal progress towards degree</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>warning; student subject to departmental action</td>
</tr>
<tr>
<td>F</td>
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**HCE HANDBOOK.** The Center for Healthcare ethics has developed a *Handbook* of Policies, Procedures, and Guidelines to guide students in all curriculum related matters.

**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.