College: McAnulty College and Graduate School of Liberal Arts.


Summer 2016. Revised: 3/21/16

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 will train HCE students in high quality research writing that occurs in the DHCE Project and PhD Dissertation (both are included by using the word “dissertation” in this Course Syllabus). A variety of techniques will be explored to integrate the related components of research and writing in the chapters of the dissertation. This course explains the progress that is required as students move from their semester course essays to writing the chapters of their dissertation.

LEARNING OUTCOMES.

a. **Fundamental Knowledge.** Students will understand and analyze techniques for successful research writing with regard to the topics of their dissertations.

b. **Multi-disciplinary Study.** The integration of research and writing in this course will enable students to relate their dissertation topic with multi-disciplinary techniques in health care ethics.

c. **Scholarship.** Students will engage research writing to produce scholarly essays that will contribute to future teaching and effective communication. This occurs by developing research writing techniques that present cogent argument(s), engage scholarly literature, and demonstrate critical thinking and analysis.

d. **Professionalism.** Students will integrate research writing techniques 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 techniques related to research writing regarding their dissertations.

f. **Co-Curricular Practices for Life-long Learning.** Students will foster co-curricular practices for life-long learning on techniques of research writing.

RESEARCH COMPETENCIES.
The course adds nuance to the three standards adopted in the HCE program (argument formation, literature integration, critical organization and analysis) by focusing on techniques of research writing for the dissertation. The outcome is for students to explore research writing techniques to develop a sample section of a dissertation chapter (25 pages).
REQUIRED COURSE READINGS. There are no required readings insofar as each student will work individually with Professor Magill to explore research writing techniques that are suitable for their dissertation focus.

COURSE SCHEDULE.

a. Weeks 1-4. Work with Professor Magill to develop a 5-page text on a topic related to the student’s dissertation, presenting research writing techniques that will be adopted in the dissertation.

b. Weeks 5-8. Submit a 10-page paper that develops research writing techniques on the selected topic related to the student’s dissertation.

c. Weeks 9-12. Submit a 20-page paper that develops research writing techniques on the selected topic related to the student’s dissertation.

d. Weeks 13-16. Submit a 25-page paper that develops research writing techniques on the selected topic related to the student’s dissertation.

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>
<td>0.0</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.