College: McAnulty College and Graduate School of Liberal Arts.

Syllabus: HCE-662, Organizational Ethics in Health Care, Spring 2017.

Course: Thursday 3:05-5:45pm, FH-300, Kelly Library. Revised: 12/22/16.

Office Hours: Thursday 12:00-3:00pm and by appointment.
Fisher Hall 301A [e-mail: magillg@duq.edu]; tel. (412) 396-1596

Course Instructor:
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COURSE OBJECTIVES.

Course Description. The course examines the role of organizational ethics in health care. Business ethics and corporate ethics (with accompanying topics of risk management, compliance, and quality improvement) are included within the description of organizational ethics. The analysis focuses on the integration of clinical, professional, and organizational ethics in health care to foster culturally competent patient-centered care. The study considers relevant standards in the field, such as the Joint Commission’s (JCAHO) accreditation standards for hospitals. The concerns that are discussed include theoretical issues, relevant principles, and practical topics.

HCE Program Learning Outcomes.
These Learning Outcomes pertain to HCE-662.
   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 organization and analysis.
RESEARCH COMPETENCIES
The course is designed around learning three foundational research competencies in the field of organizational ethics in health care. These three competencies should be demonstrated in the three Course Projects and the Course Research Essay.

1. **Research Competency #1, Foundational Analysis**: Organizational moral agency and organizational moral culture.

   **10 Page Project**: Present an ethical analysis that relates organizational moral agency with organizational moral culture in health care.

   **Required Readings**:

   **Optional for RP1; Required for Course Essay**:

2. **Research Competency #2, Systematic Analysis**: Organizational complicity and moral accountability in health care.

   **10 Page Project**: Provide a systematic account of the relation between organizational complicity and moral accountability in health care.

   **Required Readings**:

   **Optional for RP2; Required for Course Essay**:

3. **Research Competency #3, Applied Analysis**: Patient Safety and Medical Error.

   **10 Page Project**: Construct an ethical critique of organizational systems to enhance patient safety and diminish medical errors in health care.

   **Required Readings**:

**Optional for RP3; Required for Course Essay.**

**REQUIRED COURSE READINGS.** Listed above under Research Projects 1-3.

**HCE SUPPLEMENTARY MATERIALS.** These can be used in the Course Essay.

**Publications by Dr. Magill.**

On RP1: Moral Agency.

On RP2: Organizational Complicity.


**General Works.**

**COURSE SCHEDULE.**
- Seminar #1 on Thu. Jan 12.
- Seminar #2, RP-1 (10 pages); due Tue. Jan.31 for Seminar on Feb.2.
- Seminar #3, RP-2 (10 pages); due Tue. Feb.28 for Seminar on Mar.2.
- Seminar #4, RP3 (10 pages); due Tue. Mar.28 for Seminar on Mar.30.
- Research Essay (25 pages plus end notes & bibliography).
  - b. Submit Research Essay by Thu. Apr.27 (no class).

**RESEARCH PROJECTS.**
1. Reading Requirements. Each 10-page Research Project will require students to critically engage the equivalent of 2 books to (a) master the relevant knowledge and (b) engage in critical reading and writing.
2. **Research Competencies**. The research competencies are identified by the three Research Projects: (a) foundational analysis of organizational moral agency, (b) systematic account of organizational complicity in health care (c) applied ethical significance of organizational systems for patient safety. 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 referring only to the texts assigned for the Project.

4. **Relation of Projects with Essay**. The three Research Projects may be integrated into the Course Essay but not in a manner of cut-and-paste from one to the other.

5. **Project Assignments**. Listed above under Research Competencies.

**RESEARCH SEMINARS.**
The research seminars will discuss the research competencies and the research essay. Drafts of the 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 so everyone must be ready to briefly present their materials.

**RESEARCH ESSAY.**
Drafts of the Research Essay may not be submitted. However, progress on the Essay will be discussed throughout the course with a particular focus in the final segment of the course, including class critique of voluntary submissions. Students wishing to have class discussion of their essays must submit by the timeline identified under Course Schedule.

**Integrating Research Projects (RP) with the Research Essay.**
The Research Essay integrates the Research Competencies by connecting RP1 (foundational: moral agency) with either RP2 (systematic: organizational complicity) or RP3 (applied: patient safety). Students will select one of these two topics for their research essay:

- **Option #1**: Connecting Moral Agency and Organizational Complicity in HCE.
- **Option #2**: Connecting Moral Agency and Patient Safety in HCE.

Students will submit a specific thesis-title for their research essay. The Research Essay will require students to substantively apply the Research Competencies to a particular issue. The Essay demonstrates that the student can integrate the Research Competencies with a specific topic in organizational ethics in health care. The Essay should adopt the Course Readings and select additional literature related to the selected topic.

**Standards for the Research Essay & Research Competencies.**
There are three standards adopted in the HCE program for evaluating essays which will be discussed in the seminars, as follows:

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

1. Start research from the beginning of the course.
2. Essay Thesis and 1-page outline with basic bibliography to be submitted.
3. Progress will be reported in the Seminars.
4. Each student will briefly present their Research Essay during the final Seminar and submit a copy of the essay by date assigned.
5. The essay length should be 25 pages, double-spacing.
6. Students must adopt the format of the Chicago Manual of Style, as required by the College for dissertation submissions.
7. Select an Essay Title that identifies an ethics thesis, e.g. “The ethical justification of patient safety programs in health care organizations.”
8. Present a brief Introduction and Conclusion.
9. 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.
10. Bibliography. List all the references in alphabetical order. Only list items actually referred to in the essay.
11. 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.
12. Use of online references. Online references must be accurately identified with complete web address etc, including the date of access.
13. Avoid the personal pronoun. Just make the argument without phrases like “I believe…”
14. 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 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

**EXPLANATION OF COURSE HOUR LAYOUT.**

A. Each course requires 150 of course work, plus homework by the students.
B. The structure of the course is based on Research Seminars focusing on Research Projects (RPs) and a Course Research Essay (30 hours each), as follows:
   - Seminar #1: Introduce RP1.
   - Seminar #2: Review RP1; Introduce RP2.
   - Seminar #3: Review RP2; Introduce RP3.
   - Seminar #4: Review RP3; Plan course research essay.
   - Course Research Essay.
C. Research Project time allocation:
   a. 3 hours for the Research Seminar.
   b. 15 hours for Research Reading of assigned materials.
   c. 12 hours for Writing each Research Project (pro-rated based on a 4 week unit).
   d. Homework. The Research Project may dedicate 50% of the analysis to literature integration of the assigned reading (Course Hours) and 50% to other literature resources selected by the students (Homework Hours).
D. Integrating the Final Seminar with Course Essay.
   a. Seminar #4 typically focuses on planning the course research essay. The assignment is not another 10-page Research Project. Rather, students should prepare material on their Research Essay to discuss in Seminar #4. There is no submission of the essay draft to faculty for review (as with RP 1-3) to emphasize the different process of writing a course research essay.
   b. After Seminar #4, the remaining 30 Course Hours are dedicated to writing the Course Research essay in the manner of an Independent Study. Faculty will plan student advising and oversight in varying ways.

**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.