

College: McAnulty College and Graduate School of Liberal Arts.

Syllabus: HCE-662/762, Organizational Ethics in Health Care, Spring 2021.

Course: Thursday 3:05-5:45pm, online. Revised: 10/21/20.

Office Hours: Thursday 10:00-3:00pm and by appointment.

Fisher Hall 300 [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. Due to Covid-19, the course is offered via zoom online. The course examines organizational ethics in health care. The analysis focuses on the integration of clinical, organizational, professional, and governance ethics in health care. The study considers relevant standards in the field, such as the Joint Commission's accreditation standards for hospitals.

Student Competencies. Upon completion of the course students should master the following competences, to be demonstrated in class participation and in the essay:

- an understanding of major ethical issues regarding organizational ethics in healthcare, integrating pluralistic, secular, and religious perspectives;
- the capability of presenting in a succinct manner complex ethical debates on selected topics in the field;
- a capacity for argument formation, literature integration, and critical analysis when writing a research essay in the field.

HCE Program Learning Outcomes.

- 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 discourse on ethics 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 arguments, engage scholarly literature, and demonstrate critical thinking and analysis.
- d. Professionalism.
Students can integrate academic learning with experiential learning by applying discourse on organizational ethics to practical and professional issues in health care.
- e. Ethical Leadership.
Students can provide ethical leadership in the field.

f. Co-Curricular Practices for Life-long Learning.

Students can foster co-curricular practices for life-long learning to personally value and engage discourse on organizational ethics 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.

COURSE STRUCTURE: RESEARCH PROJECTS & COURSE ESSAY.

The Course Structure has different sections. Each week there is an assigned text for the topic. In each class, students will give formal presentations on assigned chapters in the text: each student PowerPoint presentation will be 30 minutes followed by discussion.

The Course Research Projects and Course Essay develop the course Research Competencies regarding organizational ethics around the sections of the course.

1. SECTION I. Weeks 1-4. Health Care System.
Course essay 1-page title, outline, & brief bibliography due in week 3 (Feb.2).
2. SECTION II. Weeks 5-8. Professional Governance.
Outcome: Research Project #1 (7 pages, 20 notes). Part 1 of the course research essay. Due in week 5 (Feb. 16).
3. SECTION III. Weeks 9-13. Leadership, Distress, & Big Data.
Outcome: Research Project #2 (7 pages, 20 notes). Part 2 of the course research essay. Due in week 9 (Mar. 16).
Course Research Essay (25 pages, 100 notes). Due in week 13 (April 22).

RESEARCH COMPETENCIES & PROJECTS.

The course is designed around research competencies in the field of organizational ethics in health care. These competencies should be demonstrated in the Research Projects and Course Research Essay.

- Integration. The Research Projects will be integrated with the Course Research Essay. Hence, students must finalize the Research Essay topic, outline, and brief bibliography by week 3. Ideally, the Research Projects should be major sections of the Research Essay. The Research Projects can be integrated into the Research Essay in different ways.
- Research Requirements. Each Research Project will require students to critically engage the relevant literature to (a) master the relevant knowledge and (b) engage in critical reading and writing.
- Literature Integration. Students should include approximately 20 notes in each 7-page research project referring to the selected research texts.
- Relation of Projects with Essay. The Research Projects may be integrated into the Course Essay.

- The Research Competencies. (a) organizational moral agency regarding health care systems, (b) professional governance in health care (c) leadership, moral distress, and big data.

Research Competency #1, Health Care System. Organizational moral agency. This competency presents an ethical analysis that relates organizational moral agency with health care systems.

Research Competency #2, Professional Governance. Moral accountability in health care. This competency provides an ethical account of moral accountability in organizations.

Research Competency #3, Leadership, Moral Distress, and Big Data. Ethical leadership in health care. This competency promotes ethical leadership in health care, specifically regarding moral distress and big data.

COURSE BIBLIOGRAPHY: REQUIRED READING.

Gerard Magill, Lawrence Prybil. 2020. Governance Ethics in Healthcare Organizations. Routledge. Each student will receive a complimentary copy of this book.

FOUNDATIONAL.

- Ezekiel J. Emanuel. 2020. Which Country Has the World's Best Health Care. Public Affairs Press.
- David S. Guzik. 2020. An Introduction to the US Health Care Industry: Balancing Care, Cost, and Access. Johns Hopkins University Press.
- Uwe E. Reinhardt. 2020. Priced Out: The Economic and Ethical Costs of American Health Care. Princeton University Press.

GOVERNANCE: Professionalism & Management.

- Gerard Magill, Lawrence Prybil. 2020. Governance Ethics in Health Care Organizations. Routledge.
- Rosamond Rhodes. 2020. The Trusted Doctor: Medical Ethics and Professionalism. Oxford University Press.
- Richard George Boudreau. 2020. Medical Error, Ethics, and Apology. Archway Publication.

APPLIED: Leadership, Moral Distress, Data Analytics.

- Kristen Jones-Bonofiglio. 2020. Health Care Ethics through the Lens of Moral Distress. Springer.
- Scott Burke, Gary D. Miner. 2020. It's All Analytics!: The Foundations of AI, Big Data and Data Science Landscape for Professionals in Healthcare, Business, and Government. CRC / Productivity Press.
- Mark Coeckelbergh. 2020. AI Ethics. MIT Press
- Juan Enriquez. 2020. Right/Wrong: How Technology Transforms Our Ethics. MIT Press.

- Tom Lawry. 2020. AI in Health: A Leader's Guide to Winning in the New Age of Intelligent Health Systems. CRC Press / HIMSS.

Note: A copy of these course required books will be on hold in the Gumberg Library and another copy in the Kelly Library in HCE (not to be removed).

STUDENT RESEARCH BIBLIOGRAPHY.

Students will compile a bibliography for their course research essays. Students will work on their research essays from the start of the course contributing to each week's discussion based on their research focus.

RESEARCH ESSAY.

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's Technical Requirements.

1. Start research from the beginning of the course.
2. Submit Essay Thesis and 1-page outline with basic bibliography.
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 **25 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.
9. Present a brief Introduction and Conclusion.
10. Include an Outline of sections and sub-sections after the Title Page.
11. 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.
12. Bibliography. List all the references in alphabetical order by author. Only list items referred to in the essay.
13. Online references are not permitted.
14. 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.

- b. Principle 2. Systems to Enhance Quality Improvement.
- IV. The policy options for stem cell research.
 - a. Federal Oversight: an independent board.
 - 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.

BLACKBOARD & ZOOM.

Blackboard will be used for course communications and access to PowerPoint presentations. Streaming of weekly classes occurs via zoom, with recordings available for distance students.

PRIVACY.

To provide distance access to HCE courses, all classes are recorded and available for later use via secure cloud storage. Duquesne University protects the privacy and security of the data and students. Class zoom recordings are available only to those with defined access: the HCE Faculty (i.e., the course Instructor) is the only one who may authorize access to the recordings, typically only to students registered for the class.

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.

Students are encouraged to download free software (e.g., *Grammarly*) to check for spelling, grammar, plagiarism, etc.

Students must be attentive to avoiding plagiarism. There is a form of plagiarism that needs special attention, as follows. When a text, e.g. 5 lines, is taken from a resource and used verbatim (with an accompanying reference), the result is plagiarism. Two general rules must be adopted to avoid plagiarism. First, any text from a resource that is three or more words should be in quotations with an accompanying reference. However, HCE faculty discourage an extensive use of quotations in essays insofar as they can detract from the student’s critical analysis. Second, to avoid extensive use of quotations and stimulate analytical interaction with textual resources, we recommend that when a text is adopted from a resource (e.g. 5 lines), flag the text in your essay with quotation marks and some form of colored highlight to remind you that you have adopted an exact quote. Then expand the 5 lines into a paragraph of your critical analysis (e.g. 10-15 lines) that integrates the points in the quote into your own argument, while avoiding use of exact words from the quote. Then remove the highlighted original quote but provide a reference to indicate the resource used. Please strictly comply with avoiding any form of plagiarism. If the faculty member suspects plagiarism, the student’s submission may be run through anti-plagiarism software, which detects various kinds of plagiarism. It is

also recommendable to check your own text. Free downloadable software is available on the Internet.

Duquesne University has an Academic Integrity Policy (for Graduates) that pays special attention to the issue of plagiarism, see:

<http://www.duq.edu/academics/university-catalogs/2016-2017-graduate/academic-policies/academic-integrity>. If plagiarism is confirmed there will be academic sanctions, varying from lowered grade to dismissal from the program.

COURSE GRADE.

There will be no examinations. The course grade will be assigned based on the quality of the course Research Essay and the Research Projects. The grade will be a combination of 15% for each of the two 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.

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.

COURSE SCHEDULE, TOPICS, & READINGS. See last page.

COURSE SCHEDULE, TOPICS, & READINGS.

<u>Dates</u>	<u>Weeks</u>	<u>Weekly Topics & Discussions</u>	<u>Readings & Student Presentations</u>
<u>Section I</u>		<u>Health Care System</u>	
1/21	Week 1	Introduction: Ethics Paradigm & Virtuous Organizations	<u>Book</u> : Magill, Ch.1, 10. <u>Planning Research Projects & Essay</u>
1/28	Week 2	US Health Care Industry	<u>Book</u> : Guzick. <u>Students</u> :
2/4 *due 2/2	Week 3 Ip-Essay	Economic / Ethical Costs of Health Care	<u>Book</u> : Reinhardt. <u>Students</u> :
2/11	Week 4	Globally Comparative Health Care	<u>Book</u> : Emanuel. <u>Students</u> :
<u>Section II</u>		<u>Professionalism Governance</u>	
2/18 *due 2/16	Week 5 RP-1	Medical Ethics & Professionalism	<u>Book</u> : Rhodes. <u>Students</u> :
2/25	Week 6	Clinical, Organizational, & Professional Ethics	<u>Book</u> : Magill, Ch.2-3. <u>Students</u> :
3/4	Week 7	Community Benefit & Community Health	<u>Book</u> : Magill, Ch 5-6. <u>Students</u> :
3/11	Week 8	Patient Care Quality, Safety (Magill Ch.7-8) Collaborative Arrangements (Magill Ch.9)	<u>Book</u> : #1, Magill Ch.7-9; #2, Boudreau <u>Students</u> :
<u>Section III</u>		<u>Leadership, Distress & Big Data</u>	
3/18 *due 3/16	Week 9 RP-2	Leadership, Moral Courage & Distress	<u>Book</u> : #1, Stanley; #2, Jones-Bonofiglio. <u>Students</u> :
3/25	Week 10	AI, Big Data, & Intelligent Health Systems	<u>Book</u> : #1, Burke; #2, Lawry <u>Students</u> :
4/1 Easter		No Class	
4/8	Week 11	AI, Technology & Ethics	<u>Book</u> : #1, Enriquez; #2, Coeckelbergh <u>Students</u> : <u>Course Essay Presentations</u> :
4/15	Week 12	Student Course Essay Presentations	<u>Students</u> : <u>Course Essay Presentations</u> :
4/22 Essays due	Week 13 Last Class	Student Course Essay Presentations	<u>Students</u> : <u>Course Essay Presentations</u> :