

College: McAnulty College and Graduate School of Liberal Arts.
Syllabus: **HCE-660-760, Research Writing in Healthcare Ethics.**
Summer 2020. Revised: 4/8/20.

Office Hours: By appointment.

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Course Instructor:

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Theology, Philosophy and Law and Professor of Healthcare Ethics
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COURSE OBJECTIVES.

The course will engage HCE students in high quality research writing that facilitates writing course research essays and prepares for the DHCE Project, PhD Dissertation, or research for publication. A variety of techniques are explored to integrate the related components of research and writing in a course essay, dissertation chapter, or research for publication (eg, the course explains the potential integration between course research essays and the dissertation).

LEARNING OUTCOMES.

- a. **Fundamental Knowledge.** Students will understand and analyze techniques for successful research writing with regard to the topics for courses, dissertations, or research for publication.
- b. **Multi-disciplinary Study.** The integration of research and writing in this course will enable students to relate their courses, dissertations, or research for publication 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 topics of their dissertations or research to practical and professional issues in health care.
- e. **Ethical Leadership.** Students will provide ethical leadership on techniques related to research writing regarding their courses, dissertations, or research.
- 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 courses, dissertations, or research for publication. The outcome is for students to explore research writing techniques to develop a sample work for a course, dissertation chapter, or research for publication (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 dissertations or research for publication.

COURSE SCHEDULE. The course occurs in the summer semester.

- a. Work with Professor Magill to write an outline of the essay as a draft of the dissertation or research, including: thesis, outline of 5 major sections/chapters, bibliography distributed across the main sections/chapters.
- b. Submit a 5-page summary.
- c. Submit a 15-page paper.
- d. Submit final 25-page paper.

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.
 - b. Principle 2. Systems to Enhance Quality Improvement.
 - IV. The policy options for Patient Safety Programs.
 - a. Federal Oversight: an independent board.
 - 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:

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.

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 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.

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.