NEW YORK UNIVERSITY
ROBERT F. WAGNER GRADUATE SCHOOL OF PUBLIC SERVICE

P11.4652(001) - ETHICAL ISSUES IN HEALTHCARE MANAGEMENT

COURSE SYLLABUS - SUMMER 2010

Faculty:     Prof. John Donnellan  
             john.donnellan@nyu.edu  

             Prof. William Nelson  
             william.a.nelson@dartmouth.edu

Office hours by appointment; students are encouraged to e-mail faculty at any time.

Meeting Times:  Monday/Wednesday, 4:55pm – 6:35pm
                 May 17, 19, 24, 26, June 2, 7, 9

Location:      LL-1-38. Bobst Library

Credits:       2 points

Pre-requisites:  P11.1021 – Managing Public Service Organizations
                 P11.1833 – Health Services Mgmt (suggested)

COURSE COMPETENCIES & LEARNING OBJECTIVES

This course will explore the role of ethics and various ethical issues in management leadership and organization success in today’s health care environment, describe ethics resources and tools available to healthcare leaders and simulate application of ethical decision-making through case studies and student assignments.

The course will focus on recognizing and responding to contemporary ethical topics in health care management. Class sessions will explore the application of moral reasoning, based on various ethical theories to health care concerns encountered by health care administrators, policy makers and clinicians. The course will demonstrate the practical application of philosophy and specifically, moral reasoning to ethical conflicts in health care organizations. Emphasis will be on critical thinking, real-world application, and decision-making in a professional environment.
Course competencies and Learning Objectives include:

- The ability to understand and apply legal and ethical principals when leading health care organizations by:
  - Fostering a critical awareness of the student’s values and the underlying ethical issues
  - Identifying and enhancing knowledge and skills necessary to characterize and respond to specific ethics issues encountered in today’s environment
  - Promoting competence in moral reasoning and skill in applying basic ethics concepts, including identifying, analyzing, and resolving ethics conflicts

Students should come to class prepared to participate in the discussion of major topics outlined for each course session. Each session will consist of faculty and student presentations, group discussion, and case studies. The course is of interest to all students, especially those pursuing careers in health care.

LEARNING METHODS

Teaching methods include:

- Knowledge transfer though assigned readings, lectures and in-class discussion
- Work/career simulation exercises through case studies (reading, analysis, in-class discussion and faculty feedback) and student team presentations to class (to include application of ethical reasoning to evaluate and responding with recommendations to an ethical question or issue)
- Skill development though reflective learning and completion of a paper which describes an ethical question or issue and offer an well-reasoned approach for anticipating, managing and potentially decreasing the occurrence of the ethical challenge in the future.

Classroom discussion and debate are essential to this course. Students are expected to come to class ready to discuss the assigned readings.

REQUIRED TEXTBOOKS AND JOURNAL ARTICLES

Students are expected to read the chapters and articles listed in the syllabus each week. The primary text used in the course is:


Additional journal articles, book chapters and other assigned readings are posted on the course Blackboard.
The Mission of NYU Wagner is:

... to be a path-breaking leadership school of public service, with a faculty of thought leaders who re-frame the way people understand and act on issues of public importance, and graduates who are bold, well-prepared change makers who expertly navigate real-world complexity and produce results that matter.

Academic Integrity is vital to this mission, to education at NYU Wagner and membership in the Wagner community.

It is a core value. It forms the foundation of trust among students, and between students and teachers.\(^1\) Cheating has no place in our community. Academic dishonesty or other offenses against the community are not individual acts affecting only the individuals involved. Cheating violates our communal trust in each other; it is an offense against our community of scholarship. If tolerated, it undermines all we stand for. Honesty matters at Wagner, just as it does in the broader world of public service.

It is a shared value. Administration, faculty and students each play a vital part in promoting, securing and nurturing it. I invite you to visit the NYU Wagner website and review our Academic Code and Academic Oath (www.wagner.nyu.edu/current/policies), as well as the Wagner Student Association’s Code of Professional Responsibility. If at any time you have a question about Academic Integrity or suspect a violation of our code, seek guidance from any member of the faculty or administration.

It is a promoted value. It is incumbent on all members of the community to promote it, through scholarship, responsible participation in School events, assistance to other community members who are struggling with it, and by upholding the codes of the school and the Wagner Student Association.

Included below is a list of resources for understanding and avoiding plagiarism:

- "Plagiarism: What is It and How to Recognize and Avoid It," The Writing Center at Indiana University, www.indiana.edu/~wts/wts/plagiarism.html
- “Principles Regarding Academic Integrity,” Northwestern University, www.northwestern.edu/uacc/plagiar.html

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REFERENCE CITATION:

- For research resources regarding appropriate citation of the many different sources you will use in your work, see Writing on the NYU/Wagner webpage, under "Current Students/Academic Services."
- The use of the AMA Manual of Style is recommended for reference citation. A quick reference guide to this style is posted on Blackboard.

CLASS TOPICS AND READINGS

Class 1 – May 17, 2010 – Recognizing and Addressing Ethical Challenges

- Course introduction and requirements
  - Learning objectives
  - Teaching methods
  - Grading
  - Assignments

- The relationship between ethics and today’s health care organizations
  - What is ethics, health care ethics, and its relationship to law and compliance
  - Importance of ethics in today’s health care organizations
  - Recognizing and resolving ethics dilemmas in health care
  - Model ethical decision-making process

Required Reading(s):


Nelson W. Practical Approaches for Today’s Health Care Ethics Issues.


Class 2 – May 19, 2010 – Organizational Ethics Issues

- Ethical issues in organizations and management
  - Fiscal responsibility and ethics – allocating limited resources
  - Market forces and ethics
• Managing conflicts of interest
  o Recognizing, managing, and preventing conflicts of interests
  o Developing and implementing a conflict of interest policy

Required Reading(s):

ACHE Considerations for Healthcare Executive-Supplier Interactions


Nelson WA, Campfield J. Marketing efforts are necessary but should be ethical and appropriate. Healthcare Executive. 2008; 23(6): 44-45.


Class 3 – May 24, 2010 – Clinical Ethics Issues
• Fundamentals of clinical ethics
  o Provider-patient relationships
  o Informed consent – shared decision-making
  o Decisions about life-sustaining interventions
  o Surrogate decision-making

Required Reading(s):


Class 4 – May 26, 2010 – Ethical Health Care Organizations
• Social responsibility of health care organization
  o Access to health care for vulnerable populations, including the non-insured, illegal resident
  o Setting limits to the availability of health care
  o Overuse and misuse of health care
  o Creating a just health care system
Required Reading(s):


Class 5 – June 2, 2010 – Research and Quality Improvement Ethics
• Ethical issues in human research
  o The development of ethical standards
  o Clarifying what is research
  o Ethical standards for research

• Ethical issues in quality improvement
  o The quality improvement mandate
  o The need for ethical basis for quality improvement
  o Proposal quality improvement ethical standards

Required Reading(s):


Class 6 – June 7, 2010 – Ethics Leadership and Resources
• Ethical leadership in health care organizations
  o The nature and importance of ethical leadership
  o The ethical organization – essential for success
  o Creating and maintaining an ethical culture
• Ethics resources in health care organizations
  o The evolving nature of ethics committees
  o Ethics tools – ethics self-audits, ethical standards of practice, policy statements
  o Balancing professional standards, organizational policy, and personal values

Required Reading(s):


Class 7 – June 9, 2010 – Student Presentations
• Student team presentations
• Course wrap-up

COURSE REQUIREMENTS

Team Presentation: Students, working in teams of three, will prepare and deliver in class a 10-15 minute presentation on a particular healthcare ethics issue. The presentation should describe the ethical issue and the reasoning in response to the ethical challenge. The team’s presentation should include a 1-2 page handout highlighting the presentation.

Paper: Each student will prepare a paper addressing a recurring ethical challenge in healthcare management. The paper should describe the issue (either a general situation or a case), and offer an approach for anticipating, managing and potentially decreasing the occurrence of the ethical challenge in the future. The paper should be 4-6 pages (double-spaced) in length, excluding references and appendices.
Course grades will be calculated as follows:

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<thead>
<tr>
<th></th>
<th>% Final Grade</th>
<th>Date Due</th>
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</thead>
<tbody>
<tr>
<td>Class participation &amp; discussion</td>
<td>40%</td>
<td>ongoing</td>
</tr>
<tr>
<td>Paper</td>
<td>30%</td>
<td>June 9</td>
</tr>
<tr>
<td>Team report &amp; presentation</td>
<td>30%</td>
<td>June 9</td>
</tr>
</tbody>
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GRADING CRITERIA

Team presentation:

Assignment will be scored on a scale of 1 to 3 (3 = excellent; 2.5-2.9 = above average; 2.0-2.5 = average; 1.0-1.9 = below average; <1.0 = not acceptable) on each of the following elements:

- The ethical issue or question is adequately described
- A well-reasoned response to the issue or question is presented
- The response is grounded in ethical literature and ethical principals
- Adequacy of delivery

Paper:

Assignment will be scored on a scale of 1 to 3 (3 = excellent; 2.5-2.9 = above average; 2.0-2.5 = average; 1.0-1.9 = below average; <1.0 = not acceptable) on each of the following elements:

- The paper is well written, with an organized discussion and well-backed opinions
- The ethical issue/challenge is clearly described
- An approach for anticipating, managing and potentially decreasing re-occurrence of the situation is offered
- The writer makes use of appropriate references