COURSE SYLLABUS – WINTER INTERSESSION - JANUARY 2011

Faculty: Prof. John Donnellan
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Office hours by appointment; students are encouraged to e-mail faculty at any time.

Meeting Times: Tuesdays/Thursday, 4:00pm – 7:00pm
                Jan 4, 6, 11, 13 and 20

Location: TBD

Credits: 2 points

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

COURSE DESCRIPTION

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.
RELATED MANAGEMENT COMPETENCIES ADDRESSED IN THE COURSE

• The ability to understand and apply legal and ethical principles when leading health care organizations

Learning Objectives:

• At the completion of the course students will have acquired the ability to understand and apply legal and ethical principles to managerial decision-making in health care organizations. This will include:
  • An understanding of the basic ethics principles, concepts and standards that relate to today’s public service environment, and the relationship between ethics and law
  • An awareness of and an ability to respond to the ethical issues commonly encountered in public service
  • Competence in moral reasoning and the application of basic ethics concepts when identifying, analyzing, and resolving ethics conflicts facing healthcare organizations. This will include the ability to make value characterizations when responding to specific ethics issues
  • The ability to access and apply ethics resources available to health care managers
  • A critical awareness of one’s own values, and the underlying ethical issues
  • An opportunity for each student to reflect on, present and discuss in class a specific health management ethics topic

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 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.
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.

ACADEMIC INTEGRITY:

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](http://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

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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](http://www.indiana.edu/~wts/wts/plagiarism.html)
- “Principles Regarding Academic Integrity,” Northwestern University, [www.northwestern.edu/uacc/plagiar.html](http://www.northwestern.edu/uacc/plagiar.html)
- “Sources,” Dartmouth College, [www.dartmouth.edu/~sources/contents.html](http://www.dartmouth.edu/~sources/contents.html), and [www.aug.edu/sociology/plagiarism.html](http://www.aug.edu/sociology/plagiarism.html)

**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 – January 4, 2011 – 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
- Case Presentation & Discussion – “Closing the Clinic”

**Required Reading(s):**

• Case Study – “Closing the Clinic”

Class 2 – January 6, 2011 – Organizational Ethics/Ethical Leadership/Social Responsibility
• Ethical issues in organizations and management
  o Fiscal responsibility and ethics – allocating limited resources
  o 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
• 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
• Social responsibility of health care organizations
  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
• Case Presentations & Discussion
  o Gawande – The cost conundrum
  o Case 2 - Ethical Leadership

Required Reading(s):
• ACHE Considerations for Healthcare Executive-Supplier Interactions
• Case Study on Ethical Leadership
Class 3 – January 11, 2011 – **Clinical Ethics Issues/Ethics Resources**

- Fundamentals of clinical ethics
  - Provider-patient relationships
  - Informed consent – shared decision-making
  - Decisions about life-sustaining interventions
  - Surrogate decision-making
- Ethics resources in health care organizations
  - The evolving nature of ethics committees
  - Ethics tools – ethics self-audits, ethical standards of practice, policy statements
- Case Presentations & Discussion – “End-of-life Decision-making”

**Required Reading(s):**

- Case studies on end-of-life decision-making

Class 4 – January 13, 2011 – **Research and Quality Improvement Ethics**

- Ethical issues in human research
  - The development of ethical standards
  - Clarifying what is research
  - Ethical standards for research
  - Case Study & Discussion – Sham Surgery
- Ethical issues in quality improvement
  - The quality improvement mandate
  - The need for ethical basis for quality improvement
  - Proposal quality improvement ethical standards
  - Case Study & Discussion – “Quality Improvement v. Research”

**Required Reading(s):**


Class 5 – January 20, 2010 – **Team 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. **DUE ON FINAL CLASS SESSION, JANUARY 20, 2011**

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. **DUE BY END-OF-DAY FRIDAY, JANUARY 28, 2011.**

Course grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% Final Grade</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation &amp; discussion</td>
<td>one-third</td>
<td>ongoing</td>
</tr>
<tr>
<td>Paper</td>
<td>one-third</td>
<td>Jan 20</td>
</tr>
<tr>
<td>Team report &amp; presentation</td>
<td>one-third</td>
<td>Jan 28</td>
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</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