

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

**HPAM-GP 4852(001) - ETHICAL ISSUES IN HEALTHCARE MANAGEMENT
COURSE SYLLABUS – SPRING 2017**

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

Meeting Days/Times:	Saturday, January 28	9:00am – 12:00pm
	Saturday, February 4	9:00am – 12:00pm
	Saturday, February 11	9:00am – 12:00pm
	Saturday, February 25	9:00am – 12:00pm
	Saturday, March 4	9:00am – 12:00pm

Location: Room 301
194 Mercer Street
New York, NY 10012

Credits: 1.5 points

Suggested pre-requisites: None

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.

KEY COMPETENCIES ADDRESSED IN THE COURSE

Assignments and participation in class and case study discussions in this course will be used to assess progress against the competencies listed below. No student will receive a B or higher without demonstrating satisfactory progress toward mastery of each competency. The level of competency expected to be achieved is denoted in brackets according to the following key:

[1] = Basic: Foundational understanding of knowledge/skill/competency

[2] = Intermediate: Student demonstrates greater depth of understanding of this knowledge/skill/competency and can use this ability to analyze a problem

[3] = Advanced: Student demonstrates expertise in this knowledge/skill/competency and can use this ability to evaluate, judge, and synthesize information

- The ability to understand and apply legal and ethical principles to managerial and leadership decisions affecting health care organizations [3]
- The ability to implement management practices that optimize workforce performance [1]
- The ability to present convincingly to individuals and groups the evidence to support a point of view, position or recommendation [2]

Learning Objectives:

- Upon 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 through 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 include the application of ethical reasoning to evaluate and respond with recommendations to an ethical question or issue)
- Skill development through reflective learning and completion of a paper which describes an ethical question or issue and offers a 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 attend all sessions and come prepared to participate in the discussion of 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:

Darr K. *Ethics in Health Services Management*. 5th ed. Baltimore, MD: Health Professions Press; 2011.

Additional journal articles, book chapters and other assigned readings are posted by class session under the Resources Tab on the *NYU Classes* course website.

COURSE REQUIREMENTS

Participation and Attendance: Students are expected to attend all class sessions, contribute to class discussions, participate in the final team presentation, and demonstrate completion of all other required assignments. Active participation will be assessed according to the student's contributions to class discussions, which should reflect an understanding of the assigned readings (see grading policy below). If students must miss any session, they should contact the faculty and will be required to successfully fulfill an assignment stipulated by the faculty in order to receive credit for the course.

Team Presentation: Students, working in teams of two, will prepare and deliver in class a 10-12 minute presentation on a particular healthcare ethics issue. The presentation should describe the ethical issue and the reasoning in response to the ethical challenge (see pages 9 and 10 of the syllabus). **TEAM PRESENTATIONS WILL BE MADE DURING THE FINAL CLASS SESSION ON MARCH 4, 2017.**

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 no more than 6 pages (1.5 spacing) in length, excluding title page, references and appendices. **DUE BY END-OF-DAY FRIDAY MARCH 11, 2017.**

GRADING CRITERIA

Course grades will be calculated as follows:

	<u>% Final Grade</u>	<u>Date Due</u>
Team report & presentation	40%	March 4
Paper	40%	March 11
Class participation & discussion	20%	ongoing

Team presentation will be scored 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 will be scored 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

Class Participation will account for 20% of the final grade, reflecting the importance of engaged participation by students in classroom discussion and case review. Students will be scored on participation in the following manner:

- Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive and provide one or more major insights as

well as direction for the class. Arguments, when offered, are well substantiated and persuasively presented.

- Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive and provide good insights and sometimes direction for the class. Arguments, when presented, generally are well substantiated and often are persuasive.
- Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive and provide generally useful insights but seldom offer a major new direction for discussion. Arguments, which are presented sometimes, are fairly well substantiated and sometimes persuasive.
- Non-participant: This person has said little or nothing in class. Hence, there is inadequate basis for evaluation.
- Unsatisfactory Contributor: Contribution in class reflects inadequate preparation. Ideas offered are seldom substantive; provide few, if any, insights; and never offer a constructive direction for the class. Integrative comments and effective arguments are absent.

ACADEMIC INTEGRITY

Academic Integrity is vital to the mission of NYU/Wagner, 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
- "Sources," Dartmouth College, www.Dartmouth.edu/~sources/contents.html, and 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."
- For your information, a quick reference guide to the AMA Manual of Style is posted on Blackboard.

¹ McCabe DL, Trevino LK, Butterfield KD. Cheating in academic institutions: a decade of research. *Ethics & Behavior*, 2001: 11(3), 219-232.

CLASS TOPICS, READINGS and ASSIGNMENTS

Class 1 – January 28, 2017 – *Recognizing and Addressing Ethical Challenges*

Class Session

- 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

Required Readings

- Darr K. *Ethics in Health Services Management*. 2011. 5th ed. Baltimore, MD: Health Professions Press. Introduction and Chapters 1-2.
- Nelson WA. A brief overview of health care ethics: practical approaches for today's health care ethics issues.
- Nelson WA. Ethics: A foundation for quality. *Healthcare Executive*. 2011; 26(6): 46-49.
- Rorty MV. "Introduction to Ethics" in *Managerial Ethics in Healthcare*. Edited Filerman GL, Mills AE, Schyve PM. 2013 Health Administration Press: Chicago, IL. Pp 1-17
- Case Study: *Maintaining Confidentiality in Small, Rural Communities*
- Case Study: *Closing the Clinic*

Optional Reading

- Nelson, WA. Ethical Uncertainty and Staff Stress. *Healthcare Executive*. 2009; 24(4): 38-39.

Assignments

- Complete all the assigned readings
- Be prepared to respond to the questions in the two case studies

Class 2 – February 4, 2017 – Organizational Ethics and Social Responsibility

Class Session

- Ethical issues in organizations and management
 - Fiscal responsibility, resource allocation and ethics
 - Market forces and ethics
- Managing conflicts of interest
 - Recognizing, managing, and preventing conflicts of interests
 - Social responsibility of health care organizations
- Social responsibility of health care organizations
 - Community benefit
 - Setting limits to the availability of health care
 - Overuse and misuse of health care
- Case Presentations & Discussion
 - Resource allocation and community benefit
 - Conflict of interest

Required Readings

- Darr K. *Ethics in Health Services Management*. 2011. 5th ed. Baltimore, MD: Health Professions Press. Chapters 7, 8, 13 and 14
- Nelson, WA. Conflicts of Interest. *Healthcare Executive*. 2009; 24(2): 42-44.
- Young GJ, Chou C, Alexander J, et al. Provision of community benefits by tax-exempt US hospitals. *NEJM*. 2013; 368(16): 1519-1527.
- Case Study – *Sunny Springs Health Care System*
- Case Study – *Focus Group participant*

Optional Readings

- ACHE Code of Ethics, November 2011
- Wennberg D, Berkson D, Rider B. Addressing Overuse, underuse and misuse of care. *Healthcare Executive* 2008; July/Aug: 9-15.
- Brownlee S, Colucci J, Walsh T. *Productivity and the Health Care Workforce*. New America Foundation. October 2013. Executive Summary pp 1-4.
(http://assets.newamerica.org/sites/newamerica.net/files/policydocs/Brownlee_Colucci_Walsh_ProductivityNAF_10.2013_2.pdf).

Assignments

- Complete all the assigned readings
- Be prepared to respond to the questions in the case studies
- Bring your brief written definition of a conflict of interest

Class 3 – February 11, 2017 – *Clinical Ethics Issues*

Class Session

- 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
 - Shared decision-making
 - End-of-life decision-making

Required Readings

- Darr K. *Ethics in Health Services Management*. 2011. 5th ed. Baltimore, MD: Health Professions Press. Chapters 9-10.
- American College of Physicians Ethics Manual, 6th edition. *Ann Intern Med*. 2012; 156(1), Part 2: 73-103
- Nelson WA, Macauley RC. Balancing issues of medical futility. *Healthcare Executive*. 2015; 30(2): 48-51.
- Case study – *Mr. Barney*

Optional Reading

- Brody H. From an Ethics of Rationing to an Ethics of Waste Avoidance. *New England Journal of Medicine* 2012; 366:1949-1951.

Assignments

- Complete all the assigned readings
- Read the Mr. Barney case in relation to the assigned readings, including, bringing your written definition of medical futility
- What does the advance directive document(s) indicate from your home state?

Class 4 – February 25, 2017 – *Ethics Resources and Research Ethics*

Class Session

- Ethics resources
 - Role of ethics committees in healthcare organizations
 - Role of Institutional Review Boards (IRBs) in research
- 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

Required Readings

- Darr K. *Ethics in Health Services Management*. 2011. 5th ed. Baltimore, MD: Health Professions Press. Chapters 5.
- Bernat JL. Chapter 5. *Ethical Issues in Neurology* 3rd Ed. Lippincott Williams & Wilkins: Baltimore, MD. 2008: 109-114.
- Emanuel EJ, Wendler D, Grady C. What makes clinical research ethical. *JAMA* 2000;283(20):2701-2711.
- Case study - IRB Knee Arthroscopy Protocol

Assignments

- Complete all the readings
- **Come to class prepared to discuss your organization's ethics committee – what is its purpose and function; what is your perception of its value to clinicians and/or management?**
- Come to class prepared to be a member of an IRB – without knowing the results of the osteoarthritis study, would you vote to approve research protocol as presented in the case study?

Class 5 – March 4, 2017 – *The Ethical Leader; Student Team Presentations*

Class Session

- Ethical leadership in health care organizations
 - The ethical organization
 - The ethical leader
 - Creating and maintaining an ethical culture
 - Case Study and discussion – *Building an Ethical Culture at NHRH*
- Student team presentations
- Course wrap-up

Required Readings

- Freeman RE, Stewart L. Developing Ethical Leadership. *Business Roundtable for Corporate Ethics*. 2006.
- Nelson WA, Donnellan J. An Executive-Driven Ethical Culture. *Healthcare Executive*. 2009; 24(6):44-46.
- Case Study – *Building an Ethical Culture at Northern Regional Hospital*

Assignments

- Complete all the readings
- Come to class prepared to give your presentation

Final Presentations:

Students should self-arrange into teams of two. Teams should prepare a 10-12 minute PowerPoint presentation, with discussion to follow, on an ethical issue of your choice.

Each team should use the following template for their power point presentation:

Background – what are the circumstances leading to the ethics issue(s)?

Ethics Question – what is (are) the specific ethics question(s) to be clarified?

Ethics Values – what are the related ethics principles and/or organizational values?

Potential Options – what are the options in response to the ethics question?

Recommended Option – what is the recommended option and why?

Preventing the Conflict – what are the practice guidelines for preventing or anticipating the ethics issue?

Student-teams should bring double-sided copies of a “Handout” (3 slides per page) version of their presentation to the final class, so their classmates can follow along. The PowerPoint presentation itself should be brought to class on a USB drive. It does *not* need to be submitted to faculty prior to the final class.