

MGT 508 Ethics in Healthcare Organizations

Winter 2015 Syllabus

Course Description

In this course, we will expose you to the principles of clinical ethics as well as ethical principles that apply to businesses and other organizations that are connected to the healthcare field. For some of you, clinical ethical principles will be unfamiliar but critical to your understanding of the special nature of the interactions that occur in the delivery of healthcare services. For others, especially those who have clinical backgrounds, these clinical principles should be familiar, but are certainly worth reviewing and considering in relation to the course work you have been engaged in during your time in this program. The ethical principles articulated in some of the readings and discussions we have assigned have relevance to good and ethical business practices but also to the clinical ethics principles upon which good healthcare services depend.

In the process of reviewing these general principles, we expect each of you to consider and develop your own prioritized values that would apply to your anticipated work in healthcare organizations. The ability to behave ethically in organizational and clinical settings is usually contingent upon the understanding and articulation of your personal and professional values. Some of this reflection on values will relate to issues that were addressed in leadership classes or training you may have previously had.

We will also read about and discuss ethical dilemmas associated with healthcare organization functions that have specific relevance to the policies and practices of those organizations. Given the very short time frame for this course, we can only sample some representative issues and case examples that reflect these principles in practice. Nonetheless, these will be very interesting and provocative issues that should generate a lot of discussion and debate, as well as creative proposals for you to develop in your written assignments.

Given the brevity of the course and the desire to promote meaningful discussion in each week's forums and the face-to-face session, we encourage you to read and view the assigned materials as early as possible. The value of being prepared and familiar with the key concepts and issues will become evident as the course progresses.

**Faculty
Information**

David Pollack, M.D. pollackd@ohsu.edu 503.703.3954

Jeanne Enders, Ph.D. endersj@pdx.edu 503.725.5051

Virtual or face-to-face office hours are available upon request. Please contact either of us via email at any time or set up an appointment for a phone or video call.

If you have a question or wish to schedule a telephone conference with us, email us and we will find a mutually agreeable time. During the week, we will normally reply to your emails within 24 hours (please be sure to put Ethics in the subject line). Notice our “General Matters- Course Questions” discussion area in Sakai Forums module. This is a great place to ask questions that are relevant to the whole class, reserving personal questions for email or phone.

**General Course
Schedule**

This course meets Monday, January 5 – Saturday, February 7, 2015.

**Face to Face
Session
Information**

We will meet in person on Friday, January 23, 2015 4:00pm – 9:00pm at CHH 3171/3181. This session will help integrate the course material and provide opportunities to prepare for your final paper.

Required Texts

Daniels, N. & Sabin, J. (2002) **Setting Limits Fairly: Can We Learn to Share Medical Resources?** Oxford University Press. ISBN-10: 019514936X | ISBN-13: 978- 0195149364. List price: \$37.99 (hardcover); electronic version and used copies are available.

All additional required readings/videos are linked through Sakai. Some of the readings and videos are directly related to weekly group discussions. Others are relevant to the week’s general topic as well as to helping you develop your ideas for the written assignments. Students are encouraged to keep copies of readings and links that they may wish to use in the future as the materials will no longer be available once the course is complete.

**Course
Outcomes**

Upon successful completion of this course, you will have:

- Determined and articulated your personal values, the origin of those values and how those values interact specifically with your work as a healthcare manager or administrator.
- Come to understand some of the key clinical and business ethics principles that will guide your practice as a healthcare manager or administrator.
- Become aware of several key areas of healthcare organizational ethical dilemmas and form your own opinions about how to address such concerns.
- Selected and developed a specific ethical issue for deeper analysis and potential policy development.

**Attendance
Requirements**

Attendance at the face-to-face sessions is required as is participation in the online component of the course. Students are expected to be present and participate in discussions in a professional and respectful manner. Failure to attend or participate in the online or face-to-face portions of the class will impact your final grade.

Grading Policy

Grades are based on the following criteria:

A 95-100%	B- 80-82%	D+ 67-69%
A- 90-94%	C+ 77-79%	D 63-67%
B+ 87-89%	C 73-76%	D- 60-62%
B 83-86%	C- 70-72%	F Below 60%

Grades will be based on scores from Forum posts and participation, two papers, a forum summary and participation in the in-person class meetings.

The point breakdown is as follows:

Assignment	Points Allocated
<i>Individual Discussion Forum Posting (3 points/week x 5 weeks)</i>	<i>15 points</i>
<i>Rapporteur Summary</i>	<i>5 points</i>
<i>Face to Face Session Participation (Attendance and Level of Engagement)</i>	<i>5 points</i>
<i>Values Reflection Paper</i>	<i>25 points</i>
<i>Issues Paper</i>	<i>50 points</i>
<i>Total points possible</i>	<i>100 points</i>

Forums

We will be using the OHSU Sakai platform (<http://sakai.ohsu.edu>) for the online part of the course. As you know, the online environment offers some advantages if used well. For example, the discussion forums rely on timely postings by all participants. Waiting to post just before the deadline often means your colleagues are left alone in the forum during the week, without the opportunity to engage in dialogue about the assigned topics. Therefore, early postings will be rewarded (see assignment descriptions and grading below). In addition, courtesy and respect are critical for a high quality online experience. This means discussion postings that offer thoughtful replies to other student postings are also desirable. With regard to our performance as instructors, you may expect timely responses to your postings to us. If you have any questions or concerns during these five weeks, please post them in the General Matters- Course Questions forum area or email us directly. The study of ethics offers wonderful opportunities for sharing experiences, knowledge, and opinions. We look forward to the participatory aspects of this course.

Students are divided into groups for the term. Each week you will be asked to post in the discussion forum for your group in response to a specific topic, question, or assigned reading/viewing. You do have access to read the forums of other groups to expand your thinking should you wish to; this is encouraged but not required. Your postings will be evaluated on the following criteria (3 points per week):

1. Relevance to the topic, question, or assigned reading/viewing
2. Use of relevant work/life experience
3. Timeliness of post (post at least once by Wednesday for full credit and twice again before the final due date for the week – Saturday for weeks 1-4 and Friday in week 5)
4. Demonstrated ability to reflect upon and reply to the posts made by others

5. Application of course readings for that week
6. Quality of writing, thinking and analysis
7. Post length – ***each individual post should not exceed 250 words***. This limit is intended to encourage you to write well and carefully, share key ideas and divide thoughts into clear posts of 250 words or fewer.
8. Number of substantive posts – three substantive posts (see points 1-6 for what makes a post substantive) per week will earn full credit. Fewer than three substantive posts will earn partial credit.

Begin posting in the weekly forum by Wednesday, so that others in the group have conversation partners. The discussion forum will close at 11:55 PM ON SATURDAYS (except for the last week of the course when the forum postings will close on Friday), so all postings must be submitted by this time. This gives the rapporteur time to complete his/her summary by the following Monday (except for the last week of the course when the summary will be due on Saturday).

Graded Assignments

Rapporteur Summary – 5 points

Each week a different group member will have the responsibility to sum up the postings for the week. A rapporteur is a person assigned by an organization to summarize and report on the proceedings of meetings. Rapporteurs will be assigned on a rotating basis to provide the summary, adjusting for the number of students in each group (see the Group Assignment Table in Week 1 of Course Materials). The rapporteur will have the time from 11:55 PM Saturday until 11:55 PM Monday (except for the last week of the course when the rapporteur summary is due by 11:55 PM Saturday), to complete this assignment. Your week for this task (“rapporteur”) is listed in the table below. You will not receive a reminder so be sure to get this on your calendar.

The rapporteur summary posting will be evaluated on the following criteria:

- Writing quality
- Conciseness: the scope should be about 500 words however there is no strict limit to the length of this submission.
- Representation plus integration: this summary should accurately reflect the sum of the group’s views but not just as a compilation of all posts, rather as a thoughtful integration of the discussion content.

By thoughtful integration, we mean that an excellent rapporteur summary will integrate the themes of the group’s discussion in such a way that the reader learns more than if s/he had read only the discussion posts. For full credit, add a bit of your own analysis while also representing the group’s views.

PLEASE SUBMIT ON THE WEEK IT IS DUE FOR YOU. Watch these dates carefully and submit on time on your week. We count on you to keep track of your assigned Rapporteur weeks and to get them in on time.

Values Paper Assignment:

Reflect on Generating Your Personal Values – 25 points

The idea behind this paper is to take some time to examine and articulate your general values.

Describe your values in a way that integrates course material and your leadership purpose. Give evidence through your life experience that these values are central to your personal history. The logic for this assignment is to remind us of the importance of connecting personal values and priorities to organizational and team values in work settings. Without this connection, research shows that ethical training does not translate to behavioral integrity.

To begin, get a fresh handle on your values. The [Values Card Sort](http://www.thegoodproject.org/toolkits-curricula/the-goodwork-toolkit/value-sort-activity/)* is an excellent tool for values prioritization. Please complete the card sort as part of your preparation for the paper.

* <http://www.thegoodproject.org/toolkits-curricula/the-goodwork-toolkit/value-sort-activity/>

There are many other resources on the web that can help you explore your values. You may also ask those who know you well what they believe are your top values.

After completing some values survey work, re-read the articles we have assigned up to the point of this assignment. Then write a reflective essay of no more than 1500 words addressing three of the following questions. The tricky part of this assignment is for you to create a cogent essay using the prompts below without simply answering each question one after another. Step back from your responses, move up in altitude and then compose an integrated essay that touches on these questions. Please include a solid introduction and conclusion to the essay. This paper can be dramatically improved if you write more than one draft.

1. Were you surprised or informed by any of the results of the online values card sort or the top values you chose? Describe what surprised you and any insights you may have had from reflecting on the survey or prioritization of your values.
2. From what part of your experience or life did your values come? In other words, to what do you attribute your values? Understanding the likely origin of our values helps us to hone what they mean to us and also how they might change.
3. How do your values operate or show up in your life, especially in your professional life?
4. How do the readings up to this point relate to you and to your ability to *Give Voice to Your Values*?
5. Considering all of this, what does this say about the kind of leader/manager you hope to be?

Values Paper Grading Rubric

25 points

Writing Quality: Paper is polished, well written and interesting to read. The author found a way to address the question prompts in a unified essay with a clear introduction and conclusion.	8 pts.
Quality of Insight/Analysis: It is clear this paper is the end result of careful analysis, not a first draft. Evidence of self- awareness (both strengths and weaknesses) exists to some extent in this paper. The author demonstrates effectively that reflection on both values, readings or course lectures resulted in some form of learning or insight.	12 pts.
Demonstrates Understanding of Course Materials: Course materials (readings, lectures, etc.) are referenced and applied where relevant in a useful, thoughtful fashion.	5 pts.

Issues Paper Assignment:**Analysis of Healthcare Organizational Ethical Issue – 50 points**

Identify a specific issue associated with ethics in health care organizations, guided by the following topics:

1. Access to health care coverage or to specific clinical services (distributive justice and allocation of resources)
2. Types of research done and not done and the role health care organizations play in assuring informed consent by subjects and ethical conduct of research
3. Affirmative action and equal opportunity in employment of persons who work in health care organizations
4. Information integrity, including confidentiality; access to appropriate information by family members or the general public and media; sharing adverse information; conflicts of interest
5. Institutional and individual relationships with outside entities (in various areas of function, including clinical, research, academic, and operations), e.g., intellectual property, conflicts of interest regarding financial investment and outside compensation or other monetary gains, insider information
6. Clinical ethical issues, e.g., confidentiality, duty to warn, duty to report, clinical relationship management, conscientious objection to participation in clinical services (e.g., reproductive or end-of-life care issues), patient abandonment, etc.
7. Ethical problem solving processes, policy development, reporting methods and pathways

After selecting the topic, generate a 7-10 page double-spaced paper (with standard margins and standard font and font size) in which you do the following:

- Reflect your research on the dilemmas associated with the topic.
- Identify relevant historical factors/precedents and any specific challenges to administrators and clinical leadership within a healthcare organization.
- List all relevant types of stakeholders in the issue and what their perspectives may be.
- Identify and analyze relevant policies within a specific healthcare organization (e.g., the one you work for, another organization you may be familiar with, or a hypothetical healthcare organization).
- If appropriate, create a proposed policy for the issue you have identified.
- Draw upon the readings for this course, in particular the papers and discussions on ethical decision-making within healthcare organizations.

The paper should include a list of references and citations for ideas that are not your own. APA or MLA format is fine. Put the references or bibliography page at the end of the paper.

Issues Paper Grading Rubric Grading Criteria

Grading Criteria	Points Earned
Issue associated with ethics in health care organizations and relevance:	/10
Access to health care coverage or to specific clinical services (distributive justice and allocation of resources)	
Types of research done and not done and the role health care organizations play in assuring informed consent by subjects and ethical conduct of research	
Affirmative action and equal opportunity in employment of persons who work in health care organizations	
Information integrity, including confidentiality; access to appropriate information by family members or the general public and media; sharing adverse information; conflicts of interest	
Institutional and individual relationships with outside entities (in various areas of function, including clinical, research, academic, and operations), e.g., intellectual property, conflicts of interest regarding financial investment	
Clinical ethical issues, e.g., confidentiality, duty to warn, duty to report, clinical relationship management, conscientious objection to participation in clinical services (e.g., reproductive or end-of-life care issues), patient abandonment, etc.	
Ethical problem solving processes, policy development, reporting methods and pathways	
Submit a 7-10 page double-spaced paper which addresses:	/30
Research on the dilemmas associated with the topic	
Identifying relevant historical factors/precedents and any specific challenges to administrators and clinical leadership within a healthcare organization	
Relevant types of stakeholders in the issue and what their perspectives may be	
Identification and analysis of relevant policies within a specific healthcare organization	
Creation of a proposed policy for the identified issue, if appropriate,	
Referencing the readings for this course	
Quality characteristics of the paper:	/10
Use of examples to support statements	
Depth of analysis or demonstration of reflection	
Quality of writing	
Adherence to assigned length	
Reference list	
Total Points	/50

Attendance and Level of Engagement at the Face-to-Face Session on Campus – 5 points

The face-to-face session is a four-hour experience on campus. Your attendance and engagement are valued at 5 points toward your final grade.

**Copyright
Information**

Every reasonable effort has been made to protect the copyright requirements of materials used in this course. Class participants are warned not to copy, audio, or videotape in violation of copyright laws. Journal articles will be kept on reserve at the library or online for student access. Copyright law does allow for making one personal copy of each article from the original article. This limit also applies to electronic sources.

To comply with the fair use doctrine of the US copyright law, Sakai course sites close three weeks after grades are posted with the Registrar. Please be sure to download all course material you wish to keep before this time.

**Syllabus Changes
& Retention**

This syllabus is not to be considered a contract between the student and the School of Medicine. It is recognized that changes may be made as the need arises. Students are responsible for keeping a copy of the course syllabus for their records. *HOWEVER PLEASE NOTE: the course outline posted on Sakai will have the most up to date information.*

Student Access

Our program is committed to all students achieving their potential. If you have a disability or think you may have a disability (physical, learning, hearing, vision, psychological) which may need a reasonable accommodation please contact Student Access at (503) 494-0082 or e-mail at studentaccess@ohsu.edu to discuss your needs.

You can also find more information [here](#). Because accommodations can take time to implement, it is important to have this discussion as soon as possible. All information regarding a student's disability is kept in accordance with relevant state and federal laws.

**Inclement
Weather Policy**

When the weather forecaster is calling for ice or snow, call the OHSU Alert Line, 503 494-9021, for information regarding weather conditions that may affect operations at OHSU. If classes are canceled or delayed, residents and students who have patient care responsibilities must meet those obligations. See this [website](#) for details. For more information specific to the Division, please visit our [website](#).

Academic Honesty

We strongly encourage you to learn as much as you can from fellow students and from any other coaches or mentors in your life. It is desirable to get feedback from others about how course concepts and skills can be applied to current issues in your work lives. At the same time, we expect you to be the sole author of the written assignments you hand in unless it is part of an explicit team project. (However, it is perfectly permissible and advisable to review your written assignments with someone else to make sure your writing is understandable and free of language, spelling, grammatical, or syntax errors. Your clarity of expression through your writing is an important skill, especially in becoming an effective leader.) It is one of the paradoxes of learning: we create a rich, social learning environment where everyone shares freely, and we need you to be able to show us what you learned by writing your own papers.

Please review the definition of plagiarism from Indiana University at this website: <https://www.indiana.edu/~tedfrick/plagiarism/item1.html> This is a helpful means of communicating how academics understand plagiarism.

Prior to the start of class, please review OHSU's academic integrity policy, which can be found at: <http://www.ohsu.edu/ohsuedu/academic/som/graduate/upload/Student-handbook-2008-updated-9-08.pdf>

Course participants are expected to maintain academic honesty in their course work. Participants should refrain from seeking past published solutions to any assignments. Literature and resources (including Internet resources) employed in fulfilling assignments must be cited. More information can be found online [here](#).

In an effort to uphold the principles and practice of academic honesty, faculty members at OHSU may use originality checking systems such as *Turnitin* to compare a student's submitted work against multiple sources. More information about Turnitin and plagiarism can be found online through [OHSU's Teaching & Learning Center](#).

Use of Sakai

This course will have an online component, which can be accessed through Sakai, OHSU's online course management system. For any technical questions or if you need help logging in, please contact the Sakai Help Desk.

Hours:

Sakai Help Desk
Mon – Fri, 8 am – 10 pm weekends 12 pm – 5 pm

Contact Information:

(Local) 503-494-7074 (Toll-free) 877-972-5249 email sakai@ohsu.edu

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About Your Instructors

David Pollack, M.D. is Professor for Public Policy in the departments of Psychiatry, Family Medicine, and Public Health and Preventive Medicine at OHSU. His activities include teaching, writing, and consulting on policy, systems, and medical leadership issues to various local, state, and national organizations.

Dr. Pollack has worked as a community and public psychiatrist in Oregon for over 40 years. For 11 years he served as Medical Director at Mental Health Services West, a large community mental health center in downtown Portland. In the fall of 1998, he went to Washington, DC, as a Robert Wood Johnson Health Policy Fellow, in which capacity he worked in the Health Office of Senator Edward Kennedy. His work in the Kennedy office included the development of health and mental health related legislation, constituent and lobbying activities, speech writing, and interactions with federal regulatory agencies.

He served as Medical Director for the Addiction and Mental Health Division for the Oregon Department of Human Services from 2002-2006, and as Associate Director of the Public Psychiatry Training Program from 1987-2006. He continues to teach medical students, social work students, and residents for various OHSU programs. He also teaches health policy and ethics related topics for the OHSU Division of Management's Health Management MBA and Certificate programs.

Jeanne Enders, Ph.D. is the Executive Director of School of Business Online Initiatives at Portland State University. She is also on the management faculty at PSU and served as Associate Dean for Undergraduate Programs. She holds her doctorate in Social and Organizational Psychology from the University of Chicago. Jeanne's research interests include the study of meaning and happiness in workplaces settings via relationships, framing and role integration. She has published on the effects of leader-subordinate relationship quality on organizational outcomes. Jeanne's current research involves the analyses of interviews she conducted with 30 business ethics awards winners in the region. Some interesting results so far indicate that many of these business leaders act in highly ethical ways due to "negative modeling", that is, they strive to be different from people they have observed in their personal lives.