



School of  
**MEDICINE**  
Division of Management

# MGT 508 Ethics in Healthcare

---

## Winter 2016 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.

**Credit Hours** 2 quarter credits

**Faculty Information** Jeanne Enders, Ph.D. Ruthann Tsukuda, MPH, Ed.D.  
endersj@pdx.edu [tsukudar@ohsu.edu](mailto:tsukudar@ohsu.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 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 Meeting Information** This course meets Monday, January 4 – Saturday, February 6, 2016.  
We will meet in person on:  
Friday, January 22  
4:00pm – 9:00pm  
CHH 3171/3181

The remainder of the coursework is offered online through Sakai.

**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/videostreams are available to you and 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 want 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, students will:

- Determine and articulate the personal values that are important to you with specific reference to your work as a healthcare manager or administrator.
- 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.
- Select a specific ethical issue for deeper analysis and potential policy development.

**Alignment in the Curriculum**

This course is a foundation course in the MS curriculum and while this course contains aspects of all of the program’s learning goals, it focuses on the following:

**LG2 Strategic Decisions:** Analyze complex and ambiguous issues in healthcare and reason toward solutions that improve outcomes.

**LG4 Communication:** Engage audiences by appropriately and thoughtfully informing, influencing and inspiring diverse stakeholders.

There are no prerequisites for this course.

**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 class may adversely affect your final grade. See the gradebook for details.

**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, and participation in the in-person class meetings. The point breakdown is as follows:

15 points	<i>Individual Discussion Forum Posting (3 points/week x 5 weeks)</i>
10 points	<i>Rapporteur Summary</i>
25 points	<i>Values Reflection Paper</i>
50 points	<i>Issues Paper</i>
-----	
100 points	<i>Total points possible</i>

Graduate credit will be granted for a class grade of C or better, however a class grade below B is cause for serious concern.

Grades are due to the Registrar’s Office March 25, 2016. Students will find official grades posted in [SISweb](#) by April 8, 2016. If at this time you do not see your grades in SISweb, please contact the Division at 503-346-0375.

**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 within the first three days of the week for full credit)
- 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 may 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 as soon as you can, hopefully no later than Wednesday, so that others in the group can respond to one another. 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).

## **Submissions**

### **Rapporteur Summary – 10 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:

- ï Writing quality
- ï Conciseness: the scope should be about 500 words however there is no strict limit to the length of this submission.
- ï 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.

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 get it in on time.

### **Values Paper Assignment:**

#### **Reflect on Generating Your Personal Values – 25 points**

The idea behind this paper is that you’ll take some time to examine your general values. The next step is to describe your values in a way that integrates course material and your leadership purpose. 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. Here are some suggested tools to accomplish this:

Take “A Brief Values Survey” Based on Gordon Allport’s Theories of Values:

<http://webspace.ship.edu/cgboer/valuestest.html>

Prioritize this list and reflect on the top three values you selected:

<http://www.rit.org/values/valuessurvey.php>

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 survey 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?

See page 10 of syllabus for grading rubric.

**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.
  - a. Access to health care coverage or to specific clinical services (distributive justice and allocation of resources)
  - b. 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
  - c. Affirmative action and equal opportunity in employment of persons who work in health care organizations
  - d. Information integrity, including confidentiality; access to appropriate information by family members or the general public and media; sharing adverse information; conflicts of interest
  - e. 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
  - f. 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.
  - g. 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:

- ï Reflect your research on the dilemmas associated with the topic.
- ï Identify relevant historical factors/precedents and any specific challenges to administrators and clinical leadership within a healthcare organization.
- ï 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.

See page 10 of syllabus for grading rubric.

**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](mailto: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](mailto:sakai@ohsu.edu)

Please remember, 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.

**About your Instructors**

**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.

**Ruth Ann W. Tsukuda, M.P.H., Ed.D.** is Associate Director of Education for the VISN 20 NW Network Mental Illness Research, Education, and Clinical Center (MIRECC) at the Portland VA Medical Center. For over twenty years she directed the Interprofessional Team Training and Development Program at the VA Medical Center in Portland, Oregon. This unique program, one of twelve model sites, offered interdisciplinary training to students and practitioners in team based settings providing care for frail elderly veterans. She also served as the Director of the Oregon Geriatric Education Center and is an Assistant Professor in the Schools of Medicine, Oregon Health and Science University. She obtained an M.P.H. in Health Administration from the School of Public Health, University of North Carolina, Chapel Hill and earned a doctorate in Educational Leadership at the School of Education, Seattle University. Her research and teaching interests focus on collaborative practice in health care settings. She is author of several team articles and interdisciplinary texts. For many years, she has concentrated her efforts on preparing students in the health professions to work in today’s complex and dynamic health care environment by promoting interdisciplinary practice and teamwork.

**Values Paper Grading Rubric**

**25 points**

<b>Writing Quality</b> <i>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.</i>	8 pts.
<b>Quality of Insight/Analysis</b> <i>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 values and readings resulted in some form of learning or insight.</i>	10 pts.
<b>Demonstrates Understanding of Course Materials</b>	7 pts.

<i>Course materials are referenced and applied where relevant in a useful, thoughtful fashion.</i>	
--	--

**Issues Paper Grading Rubric 50 possible points**

<b>Grading Criteria</b>	<b>Points Earned</b>
<b>Issue associated with ethics in health care organizations and relevance:</b>	<b>/10</b>
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	
<b>Submit a 7-10 page double-spaced paper which addresses:</b>	<b>/30</b>
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	
<b>Quality characteristics of the paper:</b>	<b>/10</b>
Use of examples to support statements	
Depth of analysis or demonstration of reflection	
Quality of writing	
Adherence to assigned length	
Reference list	
<b>Total Points</b>	<b>/50</b>