

## **MGT 508 Ethics in Healthcare Organizations**

### **Winter 2018 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.

**Credits:** 2 quarter credits

#### **Faculty Information**

David Pollack, MD  
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Virtual 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. Notice our “General Matters - Course Questions” discussion area in the 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.

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.)

## General Course Meeting Information

This course meets online Monday, January 8 – Friday, February 9, 2018

We will meet in person once in the term:

Friday, January 26, 2018     4:00pm – 9:00pm     CHH 3070

This session will help integrate the course material and provide opportunities to prepare for your final paper. The remainder of the coursework is offered online through Sakai.

## Required Materials

Daniels, N. & Sabin, J. (2002) Setting Limits Fairly: Can We Learn to Share Medical Resources? Oxford University Press. MSRP\$45.00 (2nd edition with subtitle ‘Learning to Share Resources for Health’ also okay)

Additional articles from other sources will be made available through Sakai in the weeks they are assigned.

## Course Objectives

Upon successful completion of this course, students will:

- Determine and articulate 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, business and organization 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 and develop a specific ethical issue for deeper analysis and potential policy development.

## Alignment with Program Learning Goals and Objectives

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

### *LG1: Healthcare Systems and Policies*

- **LO1:** Describe specific and relevant stakeholders in the healthcare system and define their stakes.
- **LO2:** Describe and assess how those stakeholders operate in a mutually influencing system.
- **LO3:** Analyze the potential short- and long-term implications (intended and unintended) of healthcare policy and operations decisions.

### *LG3: Awareness*

- **LO1:** Reflect on and assess one's own emotions, strengths, weaknesses, drivers, values and goals and analyze how they impact others.
- **LO2:** Describe complex organizational situations from multiple perspectives.
- **LO3:** Identify strengths and consider perspectives of others to build relationships.

### *LG4: Communication, Audience Engagement*

- **LO1:** Demonstrate a thorough consideration and understanding of context, purpose and audience in the communication.
- **LO2:** Present a central message that is clear, concise and convincing.
- **LO3:** Skillfully present complex information that is readily understood by a broad range of stakeholders.

## 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 Grading Policy (below) 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%

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 will be based on scores from Forum posts and participation (see Appendix A below), participation in the in-person session, and assignments (see Appendix B below). The point breakdown is as follows:

- 5% - Rapporteur Summary
- 5% - Face-to-Face Session Participation (Attendance and Level of Engagement)
- 15% - Individual Discussion Forum Posting (3pts./week x 5 weeks)
- 25% - Values Reflection Paper
- 50% - Issues Paper

Grades are due to the Registrar's Office one week after the end of the term. Students will find official grades posted in SIS by Friday, March 30, 2018. If at this time you do not see your grades in SIS, please contact the Division at 503-346-0375.

## 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 Division of Management. 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.

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

## Commitment to Equity and Inclusion

Oregon Health & Science University is committed to creating and fostering a learning and working environment based on open communication and mutual respect. OHSU does not discriminate on any status protected by law. If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, veteran's status, ancestry, sex, sexual orientation, gender identity, or disability, please contact the Affirmative Action and Equal Opportunity Department at 503-494-5148 or [aaeo@ohsu.edu](mailto:aaeo@ohsu.edu). Retaliation for reporting discrimination is prohibited. Inquiries about Title IX compliance or sex/gender discrimination and harassment may be directed to the OHSU Title IX Coordinator: Laura Stadum (503-494-0258 or [titleix@ohsu.edu](mailto:titleix@ohsu.edu)).

## Inclement Weather Policy

When the weather forecast calls for ice or snow, call the OHSU Alert Line, 503 494-9021, for information regarding weather conditions that may affect operations at OHSU. See this [website](#) for details. For more information specific to the Division, please visit our [website](#).

## Academic Honesty

Course participants are expected to maintain academic honesty in their course work. Submission of previously published solutions or answers (sections or in total) as one's own work will not receive credit. Literature and resources (including Internet resources) employed in fulfilling assignments must be cited. Phrases, sentences or paragraphs from other sources, including the participant's own previous writings may only be used with explicit attribution and citation of source.

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. OHSU's Sakai software is supported by the Sakai Help Desk. The Help Desk offers technical and user support seven days a week: Monday through Friday from 8 a.m. to 9 p.m. Pacific Time and weekends and holidays from noon until 5 p.m. Pacific Time. You can contact the Help Desk using their [web-based form](#), or via e-mail at [sakai@ohsu.edu](mailto:sakai@ohsu.edu), or by phone at 1-877-972-5249.

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

**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. .

**Ruth Ann Tsukuda, EdD, MPH, RN** is Associate Director of the VA VISN 20 Northwest Mental Illness Research, Education and Clinical Center (MIRECC) and a faculty member in the OHSU Department of Psychiatry and the School of Public Health. She holds a doctorate in Educational Leadership from Seattle University and Masters in Public Health in Health Policy and Health Administration from the School of Public Health at the University of North Carolina, Chapel Hill. She completed her undergraduate work at the City College of New York.

After several years as an R.N., Dr. Tsukuda has spent the majority of her career as an educator and administrator in academic or clinical organizations. Her primary interests are interprofessional education and interdisciplinary teams in complex healthcare settings. As an outgrowth of her clinical work, Dr. Tsukuda gained expertise in Clinical and Integrated Ethics and served for many years on as a member of the Consultation Ethics Team at the Portland VA Medical Center. From her earliest professional experience as a registered nurse throughout her various professional experiences, she has gained a respect for the importance of the foundation of values and ethical frameworks that guide our behaviors and inform decision-making in the complex environment of healthcare today.

## Appendix A - Forums

We will be using the OHSU Sakai platform 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. 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.

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 have access to read the forum discussions of other groups to expand your thinking should you wish to; this is encouraged but not required.

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).

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 (at least once by Wednesday and twice again before the final due date of 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, carefully, and succinctly, i.e., to share key ideas in clear posts of 250 words or fewer.
8. Number of substantive posts – three substantive posts per week will earn full credit (points 1-6 define “substantive”). Fewer than three substantive posts will earn partial credit.

## Appendix B - Submissions

*Rapporteur Summary* (5 points): Each week group rapporteurs will be assigned, whose responsibility is to summarize the postings for the week. Rapporteurs will be assigned on a rotating basis, adjusting for the number of students in each group (see the Group Assignment Table in Week 1 of Course Materials). The rapporteur will have 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 linked on the Sakai course site home page. 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:

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

*Values Paper Assignment* (25 points): This exercise asks you to examine and describe your values in ways that

integrate course material and your leadership purpose. Give evidence through from your life experiences 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. The Values Card Sort (<http://www.thegoodproject.org/toolkits-curricula/the-goodwork-toolkit/value-sort-activity/>) is an excellent tool for values prioritization. We expect you to complete the card sort as preparation for the paper.

There are many other resources to help you explore your values. You may also ask those who know you well what they believe are your top values.

After this introspective preparation, re-read the articles we have assigned during weeks 1 and 2. Write a reflective essay (no more than 1500 words, and please submit in Word, not as a PDF) addressing the following questions:

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

<b>Writing Quality</b>	8 pts.
<b>Quality of Insight/Analysis:</b>	12 pts.
<b>Use of Course Materials and other references</b>	5 pts.

*Issues Paper Assignment* (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, and please submit in Word, not as a PDF) in which you do the following:

1. Reflect your research on the dilemmas associated with the topic.
2. Identify relevant historical factors/precedents and any specific challenges to administrators and clinical leadership within a healthcare organization.
3. List all relevant types of stakeholders in the issue and what their perspectives may be.
4. Identify and analyze relevant ethical issues or principles involved.
5. 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).
6. If appropriate, create a proposed policy for the issue you have identified.
7. 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	Points Earned
<b>Issue associated with ethics in health care organizations and relevance:</b>	/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	
<b>Submit a 7-10 page double-spaced paper which addresses:</b>	/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	
Identify and analyze relevant ethical issues or principles involved.	
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>