

UNIVERSITY OF SCRANTON  
**Health Care Ethics (HAD 525)**  
Course Syllabus  
Summer 2087  
May 31, June 7, 14, 21, 28, July 5, 12, 19  
McGurrin 213

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**A. Course Description**

The course will introduce the student to the presence of basic ethical concerns in the practice, distribution and administration of healthcare. Current knowledge, scholarship and the practical nature of the subject are examined through consideration of ethical theories, current professional readings, and a variety of cases.

**B. Course Objectives**

1. To provide students with an in-depth understanding of some of the most important contemporary debates that characterize the field of health care ethics, both management ethics and bioethics.
2. To develop the students' understanding of the nature of health care ethics as a rational, principled endeavor, and to have them become more practiced in the process of ethical analysis.
3. To learn fundamental principles and theories of managerial ethics and bioethics.
4. To gain a broader understanding and appreciation of the role of critical thinking in resolving ethical conflicts.

**C. Method**

We will aim at the course objectives through reading case discussions, class presentations and writing assignments, and through weekly meetings where the issues and arguments from the relevant texts are discussed.

**D. HLA Competency Model**

**Domain #1: Communication and Relationship Management**

*Competency*

- A. Apply principles of communication and demonstrate specific applications
- B. Present results of data analysis to decision makers
- C. Use factual data to produce and deliver credible and understandable results
- D. Facilitate group dynamics, process, meetings, and discussion

**Domain #2: Leadership**

*Competency*

- A. Explain potential impacts and consequences of decision making in situations both internal and external
- B. Encourage a high level of commitment to the mission, and values of the organization

### **Domain # 3: Professionalism**

#### *Competency*

- A. Understand professional standards and codes of ethical behavior
- B. Uphold and act upon ethical and professional standards
- C. Demonstrate professional norms and behaviors
- D. Engage in continued professional development including reflection and self-directed learning

### **Domain # 4: Knowledge of the Healthcare Environment**

#### *Competency*

- A..Assess the interrelationships among access, quality, cost, resource allocation, accountability, and community
- B. Apply principles and methods of health policy analysis

### **Domain # 5: Business Skills and Knowledge**

#### *Competency*

- A. Integrate information from various sources to make decisions and recommendations
- B. Demonstrate critical thinking, analysis, and problem solving

### **Teaching Methods and Evaluation**

1. Case Analysis D1-ABD; D2-AB; D3-ABCD; D4-D; D5-AB; W1-8; L1-4; [CD4-5-AD 12-15]
2. Discussion Scenarios D1-ACD; D2-A; D3-BC; D4-AD; D5-AB; L1-4; [CD2-3; AD 12-15]
3. Critical Article Review D1-ABCD; D2-A; D3-BC; D4-A; D5-AB, W1-3, L1-4; [CD1,2,4,5; AD 12-15]  
(Management & Organizational Ethics)
4. Critical Article Review D1-ABCD; D2-A; D3-BC; D4-A; D5-AB, W4-8, L1-4; [CD1,2,4,5; AD 12-15]  
(Bioethics)
5. Final Examination D1-C; D2-AB; D3-ABC; D4-D; D5-AB, W9, L1-4; [CD 1-5; AD 11-15]
6. Class Attendance D1-ACD; D2-A; D3-ABC, D4-AD; D5-AB; W1-9; L1-4; [CD1-5, AD 11-15]  
and Participation

Legend: D = Domain  
A-G = Competency  
W = Week  
CD = Cognitive Domain  
AD = Affective Domain  
L = Learning Objective

### **E. Required Texts**

Ronald Munson, and Ian Lague, Intervention and Reflection, 10th ed. Thomson Wadsworth, 2017.  
or

Ronald Munson, Health Care Ethics: A Book of Readings for HAD 525. Cengage Learning, 2016.  
(Available at UoS Bookstore)

Frankie Perry. The Tracks We Leave. Health Administration Press, 2<sup>nd</sup> Edition, 2014.

### **F. Accessing Course Materials – Desire2Learn**

You will be using Desire2Learn (D2L) to access course materials and to communicate in this course.

I will notify you via D2L message and/or the course announcement page about changes to the course schedule or Syllabus or other class-related information. Please familiarize yourself with the D2L messages tool (see the D2L Tutorials/Documentation link in the course menu). It is your responsibility to check your D2L messages frequently. As well, you should contact me with any questions related to the course through the D2L message tool or the Course Questions Discussion forum.

## G. Instructor Participation

1. Respond to student messages within 48 hours. During the week (Monday-Friday) I check in on the course frequently and will answer questions within 24 hours. I may not be as active in the course on weekends, so please be sure you review each week's requirements and let me know if you have any questions.
2. Provide you with feedback based on work submitted and class participation.
3. Communicate with you through the D2L communication tools, include internal course messaging.
4. **All correspondence will be via email and not text messaging.**

## H. Student Participation

Students are expected to:

1. Read and understand the course syllabus and comply with all the requirements outlined for the course.
2. Login regularly to D2L to read course announcements, submit assignments and access power points or other lecture related information.
3. Use D2L's messaging tool for internal course communication; your University of Scranton email account should only be used for times when D2L cannot be accessed.
4. Contact the instructor immediately in the event of an emergency, illness, or issue that affects participation or attendance in this course.
5. Develop a time-management strategy that allows for completion of all assignments, class attendance and subsequent success in this course.

## I. Course Requirements and Method of Evaluation

1. Each student will write one Critical Analysis Report(CAR) following the instructions in Appendix A. Reaction-Critique (CAR) will be an article from the Munson text as assigned to the student by the instructor.
2. Students are expected to participate in class by actively engaging in discussions regarding assigned case studies and readings. **Cellphones and computers are not to be used for any purpose while class is in session. Points will be deducted from your final grade for using electronic devices during class.**
3. **Do not expect any posted power points to duplicate readings, or vice versa.** You are responsible for knowing both the readings and other media resources. Supplementary readings that do not appear on the course schedule may also be assigned within the D2L modules from time to time and you will be required to know the material in these readings as well.
4. Students from nations other than the United States are encouraged to present their views on how issues discussed in class would be considered in their respective home countries.
5. It is your responsibility to be aware of due dates for all assignments and readings. If you experience a medical, family or other real emergency that will hinder your ability to complete an assignment, you must contact the instructor through the D2L messaging tool or via email if you cannot access D2L. Documentation may be required, and any extension, substitution, waiver, or make-up of any assignment will be at the discretion of the instructor. To avoid any issues, complete and submit your work as required. **Problems with technology or understanding how to use D2L tools are not a valid excuse for failing to submit an assignment on time.**
6. Final course grades will be determined as follows:

Class participation	15%
Quiz - June 14, 2018	15%
Group Debates – June 21 and June 28, 2018	25%
Written Reaction-Critiques – Due July 12, 2018	15%
Final Examination – In class exam - July 19, 2018	30%

## **J. Late Work Policy**

Work submitted after 11:59pm EST on the end/due date will be penalized a single letter, up to a 24-hour period. No assignments will be accepted after 24 hours past the due date. It is recommended that you allocate at least 20 hours per week for course readings and assignments. Please plan accordingly.

## **K. Attendance Policy**

Given the nature of the course and the length and number of meetings, attendance at every meeting is expected and will be taken every class. Class absences will impact the final course grade. **Please note that attendance is extremely important for your success in this course and is required.**

## **L. Academic Honesty Policy**

It is the student's responsibility to understand the various forms of academic dishonesty and to avoid each of them. Students should complete an on-line tutorial on academic integrity. You are responsible for being familiar with all policies that are related to your activity in this course. Academic integrity is a core university value, which insures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. Cheating and plagiarism are forms of academic misconduct. The University of Scranton expects that all students will conduct themselves in an honest and ethical manner and respect the intellectual work of others.

Plagiarism: Plagiarism is a violation of the University of Scranton academic integrity guidelines. ***The instructor will not accept as an excuse that you were unaware that your behavior constituted plagiarism.*** Therefore, it is highly recommended that you familiarize yourself with the concept of plagiarism and that you approach the instructor if you have any questions.

Please visit the Purdue's OWL writing website at <http://owl.english.purdue.edu/owl/resource/589/1> for valuable resources and avoiding plagiarism.

## **M. Students With Disabilities Policy**

In order to receive appropriate accommodations, students with disabilities must register with the Center for Teaching and Learning Excellence and provide relevant documentation. Students should contact Mary Ellen Pichiarello (Extension 4039) or Andree R. Catalfamo (Extension 4218), 5th floor, St. Thomas Hall, for an appointment.

## **N. Counseling Services and Academic Support**

The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. The staff of the Counseling Center (6th floor of O'Hara Hall) are there to help students manage the stresses of university life. Appointment can be scheduled by calling 941-7620 or by stopping by.

Academic support (reading center, writing center, tutoring, use of instructional technology, various workshops) is offered to all students at the Center for Teaching and Learning Excellence (CTLE; 5<sup>th</sup> floor of St. Thomas Hall, 941-4038).

## **O. Grade scale:**

100-95 = A  
94-92 = A-  
91-89 = B+  
88-86 = B  
85-83 = B-  
82-80 = C+  
79-74 = C  
below 74 = F

**P. Course Outline**

(M = Munson Text) (P = Perry Text)

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Read</u>	<u>Prepare to Discuss</u>	<u>Reaction-Critique</u>
1	May 31	Course Introduction Ethical Theories & Moral Principles	M = Chapter 1		
2	June 7	Ethical Theories & Moral Principles Managerial & Organizational Ethics	M= Chapter 12  P = 19-39 P = 91-105	Paradise Hills Medical Center Hillside County Medical Center	
3	June 14	Quiz  Managerial & Organizational Ethics  Professionalism  The Ethics of Managing People	  P = 79-90 P = 107-118   P = 183-201	  University Hospital Metropolitan Community Hospital	
4	June 21	Group Debate: Physician Assisted Suicide - End of Life / Childrens' Rights  Euthanasia & Physician-Assisted Suicide Advance Directives, Dementia and	M = Chapter 7	Active & Passive Euthanasia Is Killing No Worse.....  "the Someone Else Problem" Voluntary Euthanasia Decision Scenarios 1 through 5	
5	June 28	Group Debate: Organ Transplant / Buying and Selling Organs  Scarce Medical Resources	M = Chapter 8	Wanted Dead or Alive Alcoholics & Liver Transplantation Who Should Get Influenza Vaccine When Not all Can The Donor's Right to Take a Risk Decision Scenarios 1 through 8	

<b>Week</b>	<b>Date</b>	<b><u>Topic</u></b>	<b><u>Read</u></b>	<b><u>Prepare to Discuss</u></b>	<b><u>Reaction-Critique</u></b>
6	July 5	Distributing Health Care	M = Chapter 9	Autonomy, Equality and a Just Health Care System Equal Opportunity & Health Care How to Transcend Obamacare Decision Scenarios 1 through 5	
7	July 12	Patient Autonomy Truth Telling Confidentiality	P = 59-77	Rolling Meadows Paternalism and Partial Autonomy Confronting Death Patients and Prisoners The Dilemma of Jehovah's Witness Children Confidentiality in Medicine/Decision Scenarios 1-8	
8	July 19	Ethics and Management Final Examination			

## APPENDIX A

### A. Introduction:

A reaction-critique is a critical estimate of a written work and a personal reaction to this analysis. Experience in making critiques of written works is required for the following reasons:

1. Extensive critical reading helps the student achieve a more comprehensive understanding of the concepts included in the course.
2. Critical analysis of what is read aids one in becoming a more discerning consumer of the literature in the field.
3. Evaluations of what is read assist the student in the comprehension of the implications of the reading content of his particular course of interest and concerns.
4. The written critique helps the student develop the art of effective oral and written communication.

### B. General Requirements:

Each student is required to review and present two (2) articles per 1 of the syllabus. CAR 1 must be from an academic or peer-reviewed journal. The instructor will assign CAR 2 articles from the Munson text.

### C. Guidelines for Review Format:

1. All papers are to be typed and double spaced. The paper is to be clear and concise; does not contain errors in spelling, punctuation, or syntax.
2. All papers are to be submitted on time to meet specific due dates.
3. At the top of the first page, and on a 3x5 inch index card, the following information must be provided using the listed headings in sequence:
  - a. Applicable General Topic:
  - b. Title of Article:
  - c. Authors Name: **IMPORTANT**
  - d. Name of Journal:
  - e. Date of Journal: You are required to submit
  - f. Volume: a copy of the original article
  - g. Number: with the reaction-critique
  - h. Pages (on which article appears):
  - i. Publisher of Journal:
4. Synopsis and Summary:  
100-200 word description of the articles basic content.
5. General Theme:  
A brief statement about what you felt was the author's general theme of the article.
6. Point of View:  
A brief statement about what you felt concerning the author's point of view - Was the presentation objective and factual or was the presentation subjective and lacking of facts? Explain your opinion.

7. Issue Analysis:  
Provide a list of the issues presented in the article.
8. Conclusions and Recommendations:  
List of author's conclusions and/or recommendations.
9. Agreement or Disagreement:  
Based on the author's conclusions and/or recommendations, do you agree or disagree; provide a brief justification regarding your opinion concerning your agreements and disagreements.
10. Professional Projections:  
A 50-75 word statement on what you learned from the article and how you may apply this experience (negative or positive) in your professional future career.

D. Guide to Grading of the Reaction-Critique:  
Critique will be graded on a competency basis as follows:

- a. Appropriate article (2 points)
- b. Identifying information on first page and 3x5 index card (3 pts.)
- c. Synopsis and Summary (10 points)
- d. General theme stated (1 point)
- e. Point of view stated (2 points)
- f. Issue analysis stated (2 points)
- g. Conclusions and recommendation stated (5 points)
- h. Agreement or disagreement stated (5 points)
- i. Professional projections stated (5 points)

E. Penalties:  
Failure to submit reviews on specific due dates may result in the deduction of one full grade for each successive class period that the review is not submitted. Failure to submit one or more reviews may result in an "incomplete" given at the time of final grades.

Special circumstances requiring an extension of the due dates will be handled on an individual basis via written justification explanation and/or request stating the particulars and forwarded to the instructor for approval and appropriate determination.