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2011

### 583-01-02-03 Ethical Issues in Health Care

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**HESA 583, Sections 01, 02, 03**  
**Ethical Issues in Health Care**  
**Graduate Program in Health Services Administration**  
**College of Social Sciences, Health, and Education**  
**Xavier University, Spring 2011**

**Three Graduate Credit Hours**

**Section, Day, Time, Classroom:**

Section 01: Thursdays, 9:30 AM-12:00 Noon,

Section 02: Thursdays, 2:30 PM-5:00PM

Section 03: Tuesdays: 7:00 PM-9:30 PM

**Faculty:** Ida Critelli Schick, Ph.D., M.S., FACHE

**Office:** Room 405, Schmidt Building

**Office Hours:** Mondays, 1:00 PM – 4:00 PM

**Office Phone:** 513.745.3716

**E-mail:** Schicki@xavier.edu

**Course Description (from the Xavier University Catalog)**

This course will introduce students to the dominant ethical theories and principles, the current ethical issues in health care: professional, clinical, social, business and organizational ethics, and provide students with the opportunity to begin to formulate an ethical position related to these issues.

**Course Objectives**

By the end of the semester, students should be able to:

1. Understand ethics as distinguished from morality.
2. Understand the significance of values in personal, professional, organization and societal ethics and culture.
3. Identify and describe the key elements of dominant Western ethical theories and understand the limitations of these theories.
4. Understand the rights and responsibilities of, as well as, the key ethical issues facing health care professionals—clinical and administrative.
5. Understand the rights and responsibilities of patients as well as the key clinical issues facing patient, families, health care professionals, organizations and society in the provision of health care services.
6. Understand the rights and responsibilities of health care provider organizations, clinically, professionally, organizationally and in its relationships to communities served.
7. Develop analytical decision making processes to apply to health-related professional, clinical, organizational and social issues.
8. Begin or continue to formulate and to improve continuously one's own integrated ethical position.
9. Become committed to values-based and principle-based decision making and action.
10. Become committed to and implement ethics-based leadership in one's life.

**Key Domains and Competencies Related to this Course**

This course consists of discussion, analyses, occasional guest speakers and lecture designed to strengthen the following domains and affiliated competencies:

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

**Instructor's Overview:** It is essential to understand that ethical issues are not separate from but are imbedded in the everyday activities of professionals, patients, payers and other stakeholders in health care. So, it is essential to understand the health care systems from various perspectives in order to recognize and deal with the ethical issues.

1. Be able to describe current issues and trends in the organization and delivery of health care (acute care, ambulatory care, medical practice and ancillary services).
2. Understand the roles of physicians, nurses and allied health professionals in the delivery of health care services.
3. Identify and articulate government, regulatory, professional and accrediting agencies' roles in health care.

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

**Instructor's Overview:** Understanding management, culture, governance and human behavior is essential factors for leadership skill building.

8. Understand how organizational dynamics and governance are important when making strategic and managerial decisions.

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

**Instructor's Overview, Communications:** Students should produce concise, clear, grammatically correct reports, papers and executive summaries. All work should demonstrate an accurate understanding of the facts, the process used to analyze data and the foundations (Justification in ethics) for recommendations offered. Oral communications should also be clear, concise and engaging accompanied by clear vocalizations and engaging body language with the appropriate use of soft ware.

**Instructor's Overview, Relationship Management:** Students should demonstrate the effective listening skills; speak in specific, behavioral language, understand and utilize principles of non-verbal communications, check for perceptions and understanding; and effectively use team processes, as leader or team player.

17. Be able to manage interpersonal communications by building collaborative relationships.
18. Be able to write in an effective, concise business style.
19. Be able to present information using appropriate oral skills and technology.
20. Be able to work effectively in teams.

### **Domain IV: Law, Ethics and Professionalism**

**Instructor's Overview:** Students should understand the importance of a values and principled foundation for management of a health-related organization and that this foundation allows the integration of personal, professional and organizational as well as societal ethics. Students should be able to identify ethical aspects of decision-making and issues (clinical, professional and organizational) and should be able to participate in or lead a decision making process dealing with such ethical issues.

21. Be able to identify, articulate and apply values, principles, pertinent segments of codes of ethics to decision making.
22. Be able to analyze the conflicts that may occur between professional/clinical ethics and patient-related moral positions in healthcare.

25. Be able to analyze the conflicts that occurs in discussions of social justice as it relates to health care resource allocation.
26. Demonstrate a willingness to contribute meaningfully to one's profession and to the community.
27. Demonstrate the ability to be a lifelong learner.
28. Demonstrate effective time management skills.

#### **Domain V: Leadership**

**Instructor's Overview: Students should recognize and use different leadership traits, behaviors and styles and should be able to understand and use in teams the methods that leadership will use to challenge, encourage, align stakeholders and motivate others.**

29. Be able to manage oneself and lead others.
30. Be able to plan for an implement change.
32. Understand and apply systems thinking.
33. Be able to define the problem and look for opportunities.

This course also assumes graduate level knowledge of the following: **Clinical Aspects of Health Care, Finance, Marketing, Management, Human Resources, Economics and Information Systems** so that the ethical issues within these areas can be discussed and analyzed.

#### **Course Requirements and Methodology**

##### **Requirements**

This course is offered in the fourth semester of the GPHSA curriculum for full-time students and to the last semester for the part time students (usually); therefore, the course assumes that three-fourths of the required GPHSA didactic courses have been successfully completed. To take this course out of sequence requires the instructor's permission.

##### **Methodology**

##### **Class attendance and participation**

Students are expected to attend class regularly and to be **prompt** not only to benefit from class instruction but also to contribute to the class discussion. Students are expected to be active participants and not passive note takers. If an emergency occurs (e.g., death in the family, illness or hospitalization) and a student is required to be absent from class, the student should notify the instructor *before* class if at all possible. Otherwise, a student will be considered absent without an excuse. When a guest speaker gives a presentation, students are expected to be professional: that is, to be attentive, take notes and ask relevant questions.

##### **Course Work**

**Tests:** There will be four short tests given at the beginning of class. The average of the grades will be the grade which is used to calculate the 20% evaluation.

##### **Case Studies**

In small group discussions or as an entire group, students will analyze case studies appropriate to the topic under consideration. These comprise an essential part of the learning for this course.

##### **Assignments**

1. **Case Studies:** In class discussion and presentation of case studies

2. **Ethics Articles:** One page, single-spaced written summaries/critiques and presentations to the class. In the course outline, students will find individual assignments which relate both to the chapters in both textbooks and to external articles related to the chapters presented in class. These students will prepare to lead the discussion on the book chapters and on the external articles.  
**Submit the printed summary/critique and a hard copy of the article at the end of class.**
3. **Paper:** Each student will write a paper on a topic that is an issue in health care, delineate the ethical aspects, and relate decision making to leadership and relevant stake holders. All topics must be approved by the instructor no later than March 29. Write an outline first. Follow the APA style for writing the paper. Check all spelling, grammar, punctuation and transitional paragraphs and sentences. Divide the paper into segments with appropriate headings. Points will be deducted if these directions are not followed. **Papers are due on the date of presentation.**

### Exam

Please see the attached course outline for the date of the final exam. The final exam is cumulative.

### Due Dates

Due dates for assignments are located in the course outline. Assignments are expected to be submitted on time, that is, at the end of the class period of the due date. **Late assignments are subject to grade reductions of one letter grade.**

### Evaluation

#### Grading Weights:

Presence, participation	10%
Article summary and Presentation	30% (15% each)
Four tests	20%
Paper	20%
Final Exam	20%

#### Grading Scale

100-94	A
93-90	A-
89-86	B+
85-82	B
81-80	B-
79-75	C+
74-70	C
<69	F

### Required Readings:

**Textbooks:** Carol Levine (editor), *Taking Sides: Clashing Views on Bioethical Issues*, 13<sup>th</sup> edition, McGraw-Hill, 2010.

Chris Lowney, *Heroic Leadership, Best Practices from a 450-Year-old Company that Changed the World*. Loyola Press, 2003

Schick, Ida Critelli, *Four Ethical Principles Applicable to Medicine*, An unpublished outline/summary of T. Beauchamp and J. Childress' book, *Principles of Biomedical Ethics*.

### Academic Honesty

#### Introductory Note

A principle that relates to the value of Respect for Persons is veracity or truthfulness. It is appropriate, therefore, that students in an Ethics course in the Graduate Program in Health Services Administration be expected to perform according to the high standards of truthfulness. The following information from the XU catalog as well as the instructor's note relates to all instances of the violation of truthfulness, including cheating, plagiarism and other falsifications.

#### **From the Xavier University Catalog**

*The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.*

#### **Instructor's Note**

In addition to the above (taken directly from the University Catalog), please be aware that cutting and pasting from the internet without attribution is unacceptable. If you use more than three words written by someone else, those words should be enclosed in quotation marks or appropriately indented (depending on the length of the quotation) and appropriately noted.

***This syllabus and course outline are subject to change due to unforeseen circumstances.***

Course Outline HESA 583-01, Spring 2011

Thursdays, 9:30 AM-12 Noon, Classroom Location: Hailstone Hall room 19

Class Number	Dates	Reading Assignments**	Article Assignment	Student Leader or Invited Speaker, Dr. Schick or Other
1	01/13;	<b>Lecture and Discussion:</b> Review of Syllabus, Introduction, Definition of Ethics and Morality, Moral Instincts Survey, Connection to Ethical Theories	NAP	Dr. Schick
2	01/20;	Assignment: Four Principles Document; Advance Directives, Informed Consent	NAP	Dr. Schick
3	01/27;	<b>Short test-1</b> Assignment: <i>Taking Sides</i> , issues 1 (Informed Consent) and 2 (Truth Telling-Culture)	Jason Bruns	Issue 1: Jeff Behler; Issue 2: Zach Treister
4	02/03	Assignment: Taking Sides, Issue 3 (Consumer Advertising); Issue 4 (Advance Directives: Failed?)	Patrick Flanik	Issue 3: Brandon Elmer; Issue 4: Laryn Stuart
5	02/10	Assignment: Taking Sides, Issue 6 (PAS); Issue 7 (Futile Treatment)	Toria Harmeyer	Issue 6: Cassie Gilligan; Issue 7: Dane Schaeffer
6	02/17	<b>Short test-2</b> Assignment: Issue 10 (Adolescent Decision Making); Issue 12 (HPV vaccination mandates)	Rob Jastromb	Issue 10: Emily Howell ; Issue 12: Aaron Neal
7	02/24	Assignment: Issue 13 (Genetic Enhancement)		Guest Speaker: Nancy Warren
8	03/03	Assignment: Issue 16 (New Drugs: Outside Clinical Trials); Issue 20 (Pharmacists. . .Conscience)	Katie McDaniel	Issue 16: Ryan Jastromb; Issue 20: Robert Metzler
9	03/10	<b>Spring Break</b>		
10	03/17	Assignment: Issue 19 (DCD Podcast Directory/Episode: NEJM Interview Francis Delmonico and Michael Grodin; Four Principles Document: Justice segment)	Michael Judge	Issue 19: Nick Lander; Four Principles. . .Justice: Dr. Schick
	03/24	<b>No Class</b> , alumni reception & dinner in Chicago; please work on your papers. Dr. Schick will be available on March 24 for consultation on papers.		
11	03/31	<b>Short test-3</b> Assignment: <i>Heroic Leadership</i> : Chapters 1, 2, 3	Robert Metzler	Intro: Dr. Schick; Chapter 1: Zach Treister; chapter 2: Jeff Behler; chapter 3: Jason Bruns
12	04/7	Assignment: <i>Heroic Leadership</i> : Chapters 4, 5, 6	Aaron Neal	Chapter 4: Brandon Elmer;

				chapter 5: Patrick Flanik; Chapter 6: Cassie Gilligan
13	04/14	<b>Short test-4</b> Assignment: <i>Heroic Leadership</i> , chapters 7, 8, 9	Dane Schaeffer	Chapter 7: Toria Harmeyer ; chapter 8: Emily Howell chapter 9: Rob Jastromb
14	04/21	Assignment: <i>Heroic Leadership</i> , Chapters 10, 11, chapter 12: Conclusion	Laryn Stuart	Chapter 10: Ryan Jastromb; chapter 11: Michael Judge chapter 12 Nick Landers Conclusion:: Katie McDaniel
15	04/28	<b>Paper Presentations:</b> 8 minutes per student		
	05/05	Take Home: Final Exam due to Dr. Schick		

**\*\*Students must read all articles assigned in *Taking Sides* textbook; Students must read all chapters in *Heroic Leadership*. Specific students will be assigned to lead the discussion and prepare summaries/critiques of the articles and chapters. (See column 4). For outside but related article assignments, see column 3.**



Course Outline HESA 583-02, Spring 2011

Thursdays, 2:30 PM-5:00 PM, Classroom location: Logan 101

Class Number	Dates	Reading Assignments**	Article Assignment	Student Leader or Invited Speaker, Dr. Schick or Other
1	01/13;	<b>Lecture and Discussion:</b> Review of Syllabus, Introduction, Definition of Ethics and Morality, Moral Instincts Survey, Connection to Ethical Theories	NAP	Dr. Schick
2	01/20;	Assignment: Four Principles Document; Advance Directives, Informed Consent	NAP	Dr. Schick
3	01/27;	<b>Short test-1</b> Assignment: <i>Taking Sides</i> , issues 1 (Informed Consent) and 2 (Truth Telling-Culture)	Andy Blankemeyer	Issue 1: Jeff Armada; Issue 2: Phylesha White
4	02/03	Assignment: Taking Sides, Issue 3 (Consumer Advertising); Issue 4 (Advance Directives: Failed?)	Monica Burns	Issue 3: Rebecca Bruning; Issue 4: Chris Stahl
5	02/10	Assignment: Taking Sides, Issue 6 (PAS); Issue 7 (Futile Treatment)	Damien Cook	Issue 6: Tara Burt; Issue 7: Aaron Senich
6	02/17	<b>Short test-2</b> Assignment: Issue 10 (Adolescent Decision Making); Issue 12 (HPV vaccination mandates)	Danielle Gray	Issue 10: Patrick Frye; Issue 12: Sarah Saneii
7	02/24	Assignment: Issue 13 (Genetic Enhancement)		Guest Speaker: Nancy Warren
8	03/03	Assignment: Issue 16 (New Drugs: Outside Clinical Trials); Issue 20 (Pharmacists. . .Conscience)	Anthony Lelito	Issue 16: Megan Lehman; Issue 20: Anahata Srirangan
9	03/10	<b>Spring Break</b>		
10	03/17	Assignment: Issue 19 (DCDPodcastDirectory/Episode:NEJMInterview Francis Delmonico and Michael Grodin; Four Principles Document: Justice segment	Adam Naumann	Issue 19: David Pike; Four Principles. . . Justice: Dr. Schick
	03/24	<b>No Class</b> , alumni reception & dinner in Chicago; please work on your papers. Dr. Schick will be available on March 24 for consultation on papers.		
11	03/31	<b>Short test-3</b> Assignment: <i>Heroic Leadership</i> : Chapters 1, 2, 3	Rebecca Bruning	Intro: Dr. Schick; Chapter 1: Jeff Armada; chapter 2: Andy Blankemeyer; chapter 3: Monica Burns

12	04/7	Assignment: <i>Heroic Leadership</i> : Chapters 4, 5, 6	Patrick Frye	Chapter 4: Tara Burt; chapter 5: Damien Cook; Chapter 6: Danielle Gray
13	04/14	<b>Short test-4</b> Assignment: <i>Heroic Leadership</i> , chapters 7, 8, 9	Dave Pike	Chapter 7: Megan Lehman; chapter 8: Anthony Lelito; chapter 9: Adam Naumann
14	04/21	Assignment: <i>Heroic Leadership</i> , Chapters 10, 11, chapter 12: Conclusion	Chris Stahl	Chapter 10: Sarah Saneii; chapter 11: Aaron Senich; chapter 12: Anahata Srirangan Conclusion: Phylesha White
15	04/28	Paper Presentations: 8-10 minutes per student		
	05/05	Take Home: Final Exam due to Dr. Schick		

**\*\*Students must read all articles assigned in *Taking Sides* textbook; Students must read all chapters in *Heroic Leadership*. Specific students will be assigned to lead the discussion and prepare summaries/critiques of the articles and chapters. (See column 4). For outside but related article assignments, see column 3.**

Course Outline for HESA 583-03, Part-time Evening Class  
 Tuesdays, 7:00 PM- 9:30 PM  
 Classroom Location: Alter 306  
 Spring 2011

Class Number	Dates	Reading Assignments**	Article Assignment	Student Leader or Invited Speaker, Other
1	01/11;	<b>Lecture and Discussion:</b> Review of Syllabus, Introduction, Definition of Ethics and Morality, Moral Instincts Survey, Connection to Ethical Theories	NAP	Dr. Schick
2	01/18;	Assignment: Four Principles Document; Advance Directives, Informed Consent	NAP	Dr. Schick
3	01/25;	<b>Short Test-1</b> Assignment: <i>Taking Sides</i> , issues 1 (Informed Consent) and 2 (Truth Telling-Culture)	Cassie Snider	Issue 1: Selena Hariharan; Issue 2: Patrick Wright
4	02/01	Assignment: Taking Sides, Issue 3 (Consumer Advertising); Issue 4 (Advance Directives: Failed?)	Jeff Kirschner	Issue 3: Shengyong Hu; Issue 4: Matt Schwendeman
5	02/08	Assignment: Taking Sides, Issue 6 (PAS); Issue 7 (Futile Treatment)	Jim Meyer	Issue 6: Venita Robinson; Issue 7: Diane Kissell
6	02/15	<b>Short test-2</b> Assignment: Issue 10 (Adolescent Decision Making); Issue 12 (HPV vaccination mandates)	Jason Phibbs	Issue 10: Johnny Milaychev; Issue 12: Lindsay Nissley
7	02/22	Assignment: Issue 13 (Genetic Enhancement)		Guest Speaker: Nancy Warren
8	03/01	Assignment: Issue 16 (New Drugs: Outside Clinical Trials); Issue 20 (Pharmacists. . .Conscience)	Shengyong Hu	Issue 16: Cassie Snider; Issue 20: Patrick Wright
9	03/08	<b>Spring Break</b>		
10	03/15	Assignment: Issue 19 (DCD Podcast Directory/Episode: NEJM Interview Francis Delmonico and Michael Grodin; Four Principles Document: Justice segment)	Jeff Kirschner; Justice: Dr. Schick	Issue 19: Selena Hariharan:
	03/22	<b>No Class</b> , alumni reception & dinner in Chicago; please work on your papers. Dr. Schick will be available on March 24 for consultation on papers.		
11	03/29	<b>Short test-3</b> Assignment: <i>Heroic Leadership</i> : Chapters 1, 2, 3		Dr. Schick
12	04/5	Assignment: <i>Heroic Leadership</i> : Chapters 4, 5, 6		Chapter 4: Diane Kissell; chapter 5: Jim Meyer;; Chapter 6: John

				Milaychev
13	04/12	<b>Short test-4</b> Assignment: <i>Heroic Leadership</i> , chapters 7, 8, 9		Chapter 7: Lyndsey Nissley; chapter 8: Jason Phibbs; chapter 9: Venita Robinson
14	04/19	Assignment: <i>Heroic Leadership</i> , Chapters 10, 11, chapter 12: Conclusion		Chapter 10: Matt Schwendeman; chapter 11: Patrick Wright; chapter 12 & Conclusion:: Dr. Schick
15	04/26	Paper Presentations: 10 minutes per student		
	05/03	Take Home: Final Exam due to Dr. Schick		

**\*\*Students must read all articles assigned in *Taking Sides* textbook; Students must read all chapters in *Heroic Leadership*. Specific students will be assigned to lead the discussion and prepare summaries/critiques of the articles and chapters. (See column 4). For outside but related article assignments, see column 3.**