HSCI 855 Ethics in Health Care Administration (3)

Spring 2006
Section 001

Wednesdays, 4:30 p.m. - 7:10 p.m.
East Building 201

Dr. Elizabeth S. Chong
Office: Robinson - A363
Phone: 993-1963
Fax: 993-1942
E-mail: echong@gmu.edu
Office Hours: 3:00 p.m.-4:00 p.m. Wednesdays
3:00 p.m.-4:00 p.m. Tuesdays

NOTE: ALL STUDENTS MUST HAVE AN ACTIVE E-MAIL ACCOUNT.
GEORGE MASON UNIVERSITY
College of Nursing and Health Science

Course Number: HSCI 855

Course Title: Ethics in Health Care Administration (3:3:0)

Placement in Curriculum: Core course; prerequisite: admission to graduate studies

Catalog Description: The philosophical foundations for health care ethics will be used to analyze specific ethical dilemmas faced by administrators in health care settings. (Seminar)

Course Objectives:

1. Analyze the development of administrative ethics in the American culture.

2. Compare and contrast the development of administrative ethics in other than the American culture.

3. Critique the various philosophical foundations for health care ethics.

4. Examine methods for the study of ethics.

5. Critique various ethical decision-making frameworks and formulate one based on ethical philosophical foundations.

6. Analyze institutional controls and constraints for ethical accountability to self, clients, and the public.

7. Analyze specific and timely ethical issues faced by health care administrators.

8. Synthesize specific ethical issues faced by health care administrators now and in the future.

9. Apply health care ethics for administrators to practice or proposed research area.

Topical Outline:

UNIT 1 Development of health care administrative ethics in America and other cultures

UNIT 2 Philosophical foundations for health care administrative ethics
UNIT 3 Methods for the study of ethics

UNIT 4 Ethical decision making frameworks for health care administrators

UNIT 5 Institutional controls and constraints for ethical accountability

UNIT 6 Specific and timely ethical issues faced by health care administrators (e.g., managing and allocating scarce resources; maintaining privacy and confidentiality associated with technological advances; ethical implications of policy development in a changing health care environment).

UNIT 7 Application of health care administrative ethics

Teaching Strategies: Seminar presentations, discussion, guest speakers, composition, and use of audiovisuals

Evaluation Methods: Oral and written critique of seminar presentation and participation; critique of students’ abilities to analyze, synthesize, and apply health care administrative ethics; administrative ethics manuscript

1. Seminar presentation 1/3 of grade
2. Seminar preparation/ participation 1/3 of grade
3. Administrative ethics manuscript 1/3 of grade

Required Texts:


Suggested Texts:


<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/25</td>
<td>Introduction to course</td>
<td>E. Chong</td>
</tr>
<tr>
<td>2</td>
<td>02/01</td>
<td>Ethics References and Resources in Administration</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Class to be held at Georgetown University)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>02/08</td>
<td>Key Ethical Concepts; Codes of Ethics</td>
<td>E. Chong</td>
</tr>
<tr>
<td>4</td>
<td>02/15</td>
<td>Ethical Theories and Principles; Philosophy of Administrative Ethics</td>
<td>E. Chong</td>
</tr>
<tr>
<td>5</td>
<td>02/23</td>
<td>Ethics of Care and Feminist Ethics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ethics Decision Making Frameworks</td>
<td>C. Swamidoss</td>
</tr>
<tr>
<td>6</td>
<td>03/01</td>
<td>Organizational Responses to Ethical Problems</td>
<td>S. Tacaraya</td>
</tr>
<tr>
<td>7</td>
<td>03/08</td>
<td>Ethical Issues and Conflicts of Interest and Fiduciary Duty</td>
<td>D. Hobbs</td>
</tr>
<tr>
<td>8</td>
<td>03/15</td>
<td><strong>SPRING BREAK; NO CLASS</strong></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>03/22</td>
<td>Ethical Issues Regarding Organization and Staff</td>
<td>A. Stoehr</td>
</tr>
<tr>
<td>10</td>
<td>03/29</td>
<td>Ethical Issues Regarding Organization and Staff, cont.</td>
<td>A. Stoehr</td>
</tr>
<tr>
<td>11</td>
<td>04/05</td>
<td>Ethical Issues Regarding Patients and Community</td>
<td>P. Black</td>
</tr>
<tr>
<td>12</td>
<td>04/12</td>
<td>Ethical Issues Regarding Patients and Community, cont.</td>
<td>P. Black</td>
</tr>
<tr>
<td>13</td>
<td>04/19</td>
<td>Ethical Issues Regarding Marketing and Managed Care</td>
<td>A. Rosenkranz</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Author/Responsible Party</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>04/26</td>
<td>Ethical Issues Regarding Scarce Resource Allocation</td>
<td>A. Kawashima</td>
<td></td>
</tr>
<tr>
<td>04/26</td>
<td>PAPER DUE; SELF EVALUATION DUE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>05/3</td>
<td>Ethical Issues Regarding Scarce Resource Allocation, cont.</td>
<td>N. Falk</td>
<td></td>
</tr>
<tr>
<td>05/10</td>
<td>Course Evaluation and Sharing of Papers</td>
<td>All Students</td>
<td></td>
</tr>
</tbody>
</table>
SEMINAR

Purpose

Apply moral justification and ethical decision making to contemporary ethical issues in health care administration.

Directions

1. You are free to plan the seminar in any manner you desire as long as you discuss a contemporary ethical issue in health care administration and propose viable ethical choices for its potential resolution.

2. You are to meet with faculty to prepare your seminar at least three weeks prior to the seminar.

3. You are to review the seminar evaluation form before preparing your seminar so that you are aware of the specific areas in which you will be evaluated.

4. The richness of the seminar is the group interaction and discussion. Although the presenters have the responsibility for providing the framework for organizing the seminar, each participant is responsible for preparing and contributing to the seminar.

5. Please provide your colleagues with objectives, an outline, learner activities, and a reading list related to your seminar one week in advance of your presentation so that they may prepare adequately for your seminar.

6. Arrange for in advance and be sure all audiovisual equipment is working prior to the seminar presentation.

Seminar Preparation and Participation

Purpose

To ensure adequate preparation and participation of colleagues for each seminar so that
substantive knowledge is discovered, integrated, and applied.

Criteria

1. Grading criteria for seminar preparation are as follows and will be *self reported* as a percent:

   **A (94-100%)** -- Student has carefully and thoughtfully read all required readings, plus several additional or recommended readings.

   **B (83-86%)** -- Student has carefully and thoughtfully read all required readings.

   **C (76-82%)** -- Student has been inconsistent in preparing for class, and all required readings are read less than 75% of the time.

2. Grading criteria for seminar participation are as follows and will be *self reported* as a percent.

   **A (94-100%)** -- Student participates in at least 12 seminars in a constructive and thoughtful manner.

   **B (83-86%)** -- Student participates in at least 10 seminars in a constructive and thoughtful manner.

   **C (76-82%)** -- Student participates in seminars in a sporadic and superficial manner, or student is excessively talkative or quiet.

Notes:

Students are expected to attend all classes because of their participatory nature.

The Honor Code is in effect during self-evaluation of seminar participation and preparation, as well as the writing of the final manuscript.

Since an ethical issue discussed may be personal and distressing, students may leave the classroom to regain their composure, returning when feeling comfortable to do so.
## Seminar Presentation Evaluation Form

### Topics Presented:

______________________________

### Presenter(s):

________________________________________________________________

### Date:

___________________________

<table>
<thead>
<tr>
<th>I. Organization</th>
<th>Possible Points</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Demonstrated logical development of ideas</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>B. Used handouts and/or audio-visual aids of high quality</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>C. Assigned class readings to group one week prior to seminar</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>D. Supported group participation</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Level of Scholarship</th>
<th>Possible Points</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Presented accurate information and supported generalizations</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>B. Included relevant content related to ethical issues(s), as well as morally justified resolutions</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>C. Discussed application of the ethical issue and its resolution in health care administration</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>D. Demonstrated critical thinking in presentation and critique</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Presentation Style</th>
<th>Possible Points</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Used time appropriately and adhered to time limit</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>B. Demonstrated originality and creativity</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

**Total 100**

**Constructive Comments:**

________________________________________________________________

________________________________________________________________

___________________________

Evaluator
Objectives/Criteria for Ethics and Administration Manuscript

1. Describe a specific ethical dilemma in health care administration and select a position of the above dilemma to defend.  
   Points: 5
2. Defend your position with reasoned arguments using ethical theories and principles, facts, research and/or case examples.  
   Points: 20
3. Examine critically potential objections to your position based on opposing commentary in the literature (counter arguments and defense).  
   Points: 20
4. Propose a creative and integrative “solution” of the two positions.  
   Points: 20
5. Based on the preceding two positions, state the implications for administrative practice and health care policy in your discipline.  
   Points: 20
6. Use APA format, correct grammar and spelling, and demonstrate logical, concise organization of content.  
   Points: 15

Total points for paper: 100

Guidelines for Manuscript:

1. Excluding the cover page, abstract, references, and appendices, the manuscript is to be no more than six pages, using standard size type and 8 ½ x 11” paper.
2. The 5th edition of the APA manual must be followed.
3. The Honor Code is in effect during the writing of the final manuscript.
4. The paper is due by class time 04/25/05
5. Points will be deducted if the manuscript is late or exceeds eight pages.

Evaluation: The paper will be graded by the instructor according to the criteria implicit in its six objectives.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>C</td>
<td>76-82%</td>
</tr>
</tbody>
</table>
### Evaluation of Administrative Ethics Manuscript

<table>
<thead>
<tr>
<th>Student: __________________________</th>
<th>Instructor: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ____________________________</td>
<td></td>
</tr>
</tbody>
</table>

#### A. Objectives/Criteria for Manuscript

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe a specific ethical dilemma in health care administration. and select a position of the above dilemma to defend.</td>
<td>5</td>
</tr>
<tr>
<td>2. Defend your position with reasoned arguments using ethical theories and principles, facts, research and/or case examples.</td>
<td>20</td>
</tr>
<tr>
<td>3. Examine critically potential objections to your position based on opposing commentary in the literature (counter arguments and defense).</td>
<td>20</td>
</tr>
<tr>
<td>4. Propose a creative and integrative “solution” of the two positions.</td>
<td>20</td>
</tr>
<tr>
<td>5. Based on the preceding two positions, state the implications for administrative practice and health care policy in your discipline.</td>
<td>20</td>
</tr>
<tr>
<td>6. Use APA format, correct grammar and spelling, and demonstrate logical, concise organization of content.</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total points/grade for paper: 1/3 of final grade** 100
GEORGE MASON UNIVERSITY
College of Nursing and Health Science

_Seminar Tips_

1. Use current references, unless classics in the field.
2. Arrange required readings in logical order, not alphabetically.
3. Include at least one research article in your required readings.
4. Make sure all reproduced articles and handouts are legible and contain the complete citation.
5. Do not repeat material in class unless you have a specific purpose for doing so.
6. On the other hand, make sure every required reading is mentioned in class so that its relevance to the seminar is clear.
7. Collate all required readings for each student prior to class; do not use class time for this. Place a copy of the seminar evaluation form in each packet for peers and instructors.
8. Regarding teaching-learning activities, be creative. Pull from history, art, music, literature, poetry, games, videos, and your imagination.
9. Analyze the length of time each part of the seminar will take so you do not feel pressured for time.
10. Do a rehearsal of the seminar before your presentation, including testing of all equipment.
11. The seminar must be at the highest level of professionalism; please dress appropriately and address your fellow students as colleagues.
12. Handouts, overheads, and so forth must be typed, not handwritten.
13. Begin the seminar on time. Do not wait for tardy students to arrive. Finish the seminar on time.
14. Make your topic interesting and creative. Your classmates will appreciate your efforts.
15. Remember to meet with your instructor at least one time at least three weeks prior to
GEORGE MASON UNIVERSITY  
College of Nursing and Health Science

HSCI 855 Ethics in Health Care Administration

*Ethical Theories and Principles 2/15*

**Seminar Objectives**

1. Compare and contrast ethical theories.
2. Compare and contrast basic ethical principles.
3. Discuss administrative ethics as they apply to objectives 1 and 2.

**Seminar Outline**

I. Classical Ethical Theories
   A. Utilitarian Theories
   B. Deontological Theories
   C. Natural Law
   D. Rawl’s Theory

II. Ethical Principles
   A. Respect for Autonomy
   B. Nonmaleficence
   C. Beneficence
   D. Justice
   E. Confidentiality and Truthfulness

III. Philosophy of Administrative Ethics

**Teaching - Learning Activities**

Based on your readings for this class, write one paragraph on your philosophy of administrative ethics.

**Required Reading**


**Suggested Reading**


*Cooper, T. L. (Ed.). (1994). *Handbook of administrative ethics*. New York: Marcel Dekker. (Please read sections relevant to your learning throughout the course.)

Review an entire issue on administrative ethics in the Online Journal of Issues in Nursing (OJIN) by accessing the following web site: http://www.nursingworld.org/ojin/

* Note: In reference section of Fenwick Library.