Medical care and health care delivery are big businesses; and the health care delivery system is the second largest employer in the private sector. Consequently, health care and medical service delivery systems are a major segment of the U.S. economy. For example, health care in the U.S. accounts for more than 17.8% of GDP; and through 2015 more than $3.2 trillion or $9,990 per person was spent on health care (Source: [https://www.cms.gov/research-statistics-data-and-systems/statistics-trends-and-reports/nationalhealthexpenddata/nhe-fact-sheet.html](https://www.cms.gov/research-statistics-data-and-systems/statistics-trends-and-reports/nationalhealthexpenddata/nhe-fact-sheet.html)). These numbers are expected to increase as Baby Boomers age and live longer with multiple chronic conditions; and as technology and drugs become ever more expensive.

Within this economic reality, health care administrators and health policy experts make decisions that affect the very ability of individuals to access health care and, in some instances, determine whether a person lives or dies. This course examines the decision making process in health care settings emphasizes the need for an ethical framework that reconciles competing values and a mindset that prioritizes dwindling resources among a significant number of health care stakeholders.

**Course Overview**

- By design, HCMT 505 acknowledges the importance of legal statutes, principles of bioethics, and the role of compliance, but this course will focus on the need for individuals working in any health care setting and for health care organizations to clearly articulate a personal ethical framework. In addition, this course underscores the necessity of health care organizations to establish an organizational code of ethics.

Furthermore, this course is designed for graduate students who have sufficient work experiences in health care. Such experiences provide class participants to appreciate the complexities and the transformational nature of health care. Content from HCMT 505 will also be used to “make sense” of ethical theories and principles in the working lives of health care leaders.
Course Objectives and Learning Outcomes

- Demonstrate critical thinking, writing, and communicating skills
- Develop a professional ethical framework based on fundamental principles and critical theories of ethics
- Clarify and articulate a personal ethical framework
- Identify tools and resources for principled decision making and ethical problem solving in contemporary health care environments

Required Materials

American College of Healthcare Executives (ACHE) Code of Ethics (see link: http://www.ache.org/abt_ache/code.cfm): As the leading professional organization for health care administrators and health leaders, ACHE provides a well-established and rigorous resource to guide the field on ethical issues.


The following course readings are available through Sakai.


Suggested Supplementary Resources


- Markkula Center for Applied Ethics at Santa Clara University offers case examples and other resources that focus on ethical ideas in multiple settings; and this site has links to similar resources (see link: https://www.scu.edu/ethics/ethics-resources/ethics-cases/).

- U.S. Department of Veterans Affairs National Center for Ethics in Health Care (see link: http://www.ethics.va.gov/): This center serves as the VA's venue for addressing ethical issues related to the care of patients and their families, health care management, and medical research topics.

Course Requirements and Grading Criteria

- Two individual papers on assigned topics. Each paper will be approximately four double spaced pages using 12-point font.

- Group case study presentations on an ethical issue linked to a peer evaluation summary. These peer evaluation forms will be distributed in class and will focus on equitable contributions from each group member and the assurance of academic integrity.
- Final individual paper demonstrating your understanding of health care ethics covered in this course; and how you intend to actualize your ethical framework in your work setting. This paper will be 8 – 10 double spaced pages using 12-point font. As stated in the course timetable, you will need to submit via Sakai a proposed outline for this paper for review and discussion with me prior to writing the paper. Once I approve the outline, you can then proceed with the writing of this final paper.

- Grading breakdown
  
  o Class attendance and participation          20%
  o Two individual papers                      20%
  o Group case study and peer evaluation summary  30%
  o Final paper                                 30%

  100%

Grading for this course is based on classroom attendance and participation, written assignments, and small group case study presentation where you will work with colleagues identified at the beginning of the semester to select, research, and prepare a case study that addresses an ethical situation in a health care setting. Each small group participant will be evaluating other members of the group; and these evaluations will be part of the group assessment process. This small group case study will reflect 30% of your final grade.

In addition to the small group case study presentation, this course will also emphasize individualized learning in the following ways. First, you are asked to demonstrate understanding of different schools of thought about ethics through your writings and class participation. Second, questions will be posed through classroom discussions and case study presentations. Finally, your final paper will allow full expression of your learnings from this course.

As a graduate-level course, each written assignment needs to demonstrate a clearly stated thesis; intelligent organization; careful attention to grammar, spelling, and punctuation; use of evidence from readings and scholarly articles; and a summary that provides insight and contributes to new knowledge. Written assignments are due via Sakai by 6 pm CT on the due date stated in this syllabus. A deduction of 20 points will be made for each day that the assignment is late. In addition to using 12-point font and being double-spaced, all papers require citations from scholarly sources using the APA format.

To use the most current APA citation style, the following link provides access to the APA site with many resources and tools: [http://www.apastyle.org/index.aspx](http://www.apastyle.org/index.aspx)
Grading Scale

Letter grades will be assigned as follows.

90%–100% = A  
80%–89% = B  
70%–79% = C  
60% -69% = D  
<60% = F

Attendance

Class attendance is mandatory and essential to the value of the learning experience. You are expected to attend all class sessions to pass the course.

In the event unavoidable emergencies or conflicts prevent you from attending class, you must notify the instructor and program director by e-mail prior to missing the class and request options for covering missed material. Most of the subjects in a course are sequential. Therefore, it is important to understand the material covered in the missed class before the next class.

Make-Up Assignments

Loyola University academic policy provides that assignments may be given during the semester as often as deemed advisable by the instructor. Because Quinlan faculty believe assignments represent a critical component of student learning, required assignments should be completed as scheduled. Make-up assignments are discouraged. Exceptions may be granted only by the faculty member or department chair and only for unavoidable circumstances such as severe illness verified by a signed physician’s note, subpoenas, jury duty, military service, bereavement, or religious observance. A make-up final assignment may be arranged only with the permission of the appropriate Quinlan Assistant or Associate Dean.

Students needing accommodations with a documented learning needs must consult University policy and communicate with faculty and the University.

Academic Integrity

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms—including plagiarism, cheating, misrepresentation, fabrication, and falsehood.
Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of “F” for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.

For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity on the Quinlan website: http://www.luc.edu/quinlan/honorcode.

Additional Information (optional, some examples to consider)

To minimize distractions, all cell phones must be placed on vibrate during class; and no texting during class.

Class by Class Course Outline

CLASS 1 – INTRODUCTION TO HEALTHCARE BUSINESS ETHICS – (IN CLASS 5/20/17)

• Welcome and introductions (name, current position, a book or film on ethics that you recommend and why, and expectations about this course) followed by an in class detailed overview of syllabus and course objectives.
• Discuss small group-related course tasks and review peer evaluation summary.
• Lecture and class discussion - Introduction to health care and healthcare business ethics.

Class Preparation
• Morrison (2016): Preface and Section I (pp. 1-4)

CLASS 2 – GROUNDING PRINCIPLES OF ETHICS – (IN CLASS 6/3/17)

• Class lecture and discussion on the foundational overview of business ethics and health care.

Class Preparation
• Morrison (2016): Chapters 1-3
• Article: Audi (2009).
CLASS 3 – ORGANIZATIONAL ETHICS AND LEADERSHIP – (IN CLASS - 6/10/17)

- In class lecture that examines within your own organization or in an organization in which you want to work a code of ethics—if any—found there; and in class we will analyze it using a values-framework that you explain.


ASSIGNMENT #1 DUE: ETHICAL LEADERSHIP SELF-ASSESSMENT & SUMMARY REFLECTION

Complete the Ethics Self-Assessment and submit via Sakai a summary of questions you answered “almost always”, “frequently”, “occasionally” and “almost never”. This paper must be typed, four-page, and double-spaced using 12-point font. Provide a thoughtful reflection of the areas that you would like to enhance in your own ethical practice by identifying opportunities to improve your leadership skills and enhance your ethical environment and culture.

Class Preparation

- Morrison (2016): Chapters 15-16
- Articles: Nelson (2005); Reed (2012); and Trevino et al. (1999).
- Complete the ACHE Ethics Self-Assessment (see link: [https://www.ache.org/newclub/career/ethself.cfm](https://www.ache.org/newclub/career/ethself.cfm)).

CLASS 4 – ETHICS AND DECISION-MAKING IN HEALTHCARE – (IN CLASS 6/17/17)

Class Preparation

- Morrison (2016): Chapters 4-8 and 14
ASSIGNMENT #2 DUE: PERSONAL ETHICAL MISSION STATEMENT AND IDENTIFICATION OF CORE ETHICAL VALUES

Write and submit via Sakai no more than a four-page double spaced paper using 12-point font that expresses your personal ethical mission statement; and articulates your core ethical values relative to ethical leadership. In writing this paper, you can also answer two questions. First, why are you working in health care? Second, what do you want to achieve through your work in health care?

CLASS 5 – WHERE IS ETHICS IN EQUITY? – (IN CLASS 6/24/17)

• Class lecture and discussion; and conduct in-class case study exercises in small groups and provide a brief presentation of each small group discussion.

Class Preparation

• Articles: Braverman (2003); Fisher (2004); Gostin (2006); and LaVeist (2011).

CLASS 6 - ETHICAL DILEMMAS AND CONTRARIAN VIEWS OF HEALTH CARE – (IN CLASS 7/8/17)

• Class lecture on views about ethics in health care from a non-western perspective and from the perspective of critical theory.

Class Preparation

• Morrison (2016): Chapters 9-12.
• Articles: Buchanan (2008); Daniels (2001); Prasad (2010); and Tangwa (2017).
• Optional articles: Gicalone (2006); Micewski (2007); and Scherer (2007).

ASSIGNMENT #3 DUE – OUTLINE OF HEALTHCARE BUSINESS ETHICS RESEARCH PAPER

Submit via Sakai an outline of your proposed research paper of a relevant business ethics topic or dilemma in health care—including fraud, abuse, cost and fiscal responsibility, clinical or quality of care issues, fair compensation, workplace ethics and organizational concerns, racial and ethnic health care disparities, fiscal responsibility or any of the topics highlighted in class. You will develop a thorough written summary of the research topic—including providing an alignment to assigned readings, lectures, and other materials. You also must provide insights and
reflections on the topic based on your personal ethical mission statement and core values identified previously.

CLASS 7 – POPULATION HEALTH AND ETHICS: IS THERE JUSTICE? - (IN CLASS – 7/15/17)

• Class lecture; and discuss progress on group presentations.

CLASS 8 –BEYOND OUR BORDERS: ETHICAL ISSUES THAT TRANSCEND CULTURES AND BORDERS – (IN CLASS 7/22/17)

• Class lecture on ethical viewpoints that go beyond the U.S.; and review of progress on final group presentations.

• Articles: Carter (2011); Pinto (2009); Ruger (2004); and Verma (2004).

ASSIGNMENT #4: UPDATE ON FINAL GROUP RESEARCH PROJECT & CASE STUDY PRESENTATIONS

Through small groups, identify and thoroughly research an example of a high profile ethical case study or an ethical dilemma in health care highlighted in the news or elsewhere such as journals on topics ranging from Medicare fraud, health disparities, and technology. Working as a team to research and conduct a comprehensive review of the specific ethical situation, analyze common health care business problems, critically analyze the case study using an ethical decision making framework that you clearly identify, and determine a more appropriate action based on ethical leadership principles.

Each small group needs to prepare an oral presentation not to exceed 60 minutes and incorporates time for questions and answers. This presentation needs to describe the ethical case study to the class, the ethical decision making framework used, and recommended actions to resolve the ethical case study.

CLASS 9– GROUP PROJECT PRESENTATIONS: SESSION 1 – (ONLINE 7/29/17)

ASSIGNMENT #5 DUE: INDIVIDUAL RESEARCH PAPER

Following the approved outline that you previously submitted, your 8 pages of double-spaced research paper needs to focus on a relevant business ethics topic or dilemma in health care—including fraud, abuse, cost and fiscal responsibility, clinical or quality of
care issues, fair compensation, workplace ethics and organizational concerns, racial and ethnic health care disparities, fiscal responsibility or any of the topics highlighted in class. You will develop a thorough written summary of the research topic—including providing an alignment to assigned readings, lectures, and other materials. You also must provide insights and reflections on the topic based on your personal ethical mission statement and core values identified previously.

ASSIGNMENT # 6 DUE: FIRST ROUND OF GROUP RESEARCH PROJECT AND CASE STUDY PRESENTATIONS

Based on the pre-assigned groups, students need to identify and thoroughly research an example of a high profile ethical case study or an ethical dilemma in health care highlighted in the news or elsewhere such as journals on topics ranging from Medicare fraud, health disparities, and technology. Working as a team to research and conduct a comprehensive review of the specific ethical situation, analyze common health care business problems, critically analyze the case study using an ethical decision making framework that you clearly identify, and determine a more appropriate action based on ethical leadership principles.

The group needs to prepare an oral presentation not to exceed 60 minutes and incorporates time for questions and answers. This presentation needs to describe the ethical case study to the class, the ethical decision making framework used, and recommended actions to resolve the ethical case study.

At the conclusion of the group presentations, each group will review and then submit peer evaluation forms that will be integral to the group’s work product.

CLASS 10 – GROUP PROJECT PRESENTATIONS: SESSION 2 – (ONLINE 8/5/17)

ASSIGNMENT #7 DUE: SECOND ROUND OF GROUP RESEARCH PROJECT AND CASE STUDY PRESENTATIONS

Based on the pre-assigned groups, students need to identify and thoroughly research an example of a high profile ethical case study or an ethical dilemma in health care highlighted in the news or elsewhere such as journals on topics ranging from Medicare fraud, health disparities, and technology. Working as a team to research and conduct a comprehensive review of the specific ethical situation, analyze common health care business problems, critically analyze the case study using an ethical decision making framework that you clearly identify, and determine a more appropriate action based on ethical leadership principles.

The group needs to prepare an oral presentation not to exceed 60 minutes and
incorporates time for questions and answers. This presentation needs to describe the ethical case study to the class, the ethical decision making framework used, and recommended actions to resolve the ethical case study.

At the conclusion of the group presentations, each group will review and then submit peer evaluation forms that will be integral to the group’s work product.

Please note: This class may occasionally deviate from the course outlined above. The instructor reserves the right to make changes as needed to the course syllabus.

**CLASS SCHEDULE AND ASSIGNMENT SUMMARY TABLE**

<table>
<thead>
<tr>
<th>Class and Date</th>
<th>Specific Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/20: Class 1</td>
<td>In class: Compose small groups</td>
<td>5/20/17</td>
</tr>
<tr>
<td>5/27: HOLIDAY</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>6/3: Class 2</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>6/10: Class 3</td>
<td>#1: Ethics Self-Assessment submitted via Sakai</td>
<td>6/10/17</td>
</tr>
<tr>
<td>6/17: Class 4</td>
<td>#2: Personal ethical mission statement and statement of core ethical values submitted via Sakai</td>
<td>6/17/17</td>
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<tr>
<td>6/24: Class 5</td>
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<tr>
<td>7/1: HOLIDAY</td>
<td>None</td>
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<tr>
<td>7/8: Class 6</td>
<td>#3: Outline of individual research paper submitted via Sakai</td>
<td>7/8/17</td>
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<tr>
<td>7/15: Class 7</td>
<td>None</td>
<td>N/A</td>
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<tr>
<td>7/22: Class 8</td>
<td>#4 in class: Review progress on group presentations</td>
<td>7/22/17</td>
</tr>
<tr>
<td>7/29: Class 9</td>
<td>#5: Individual research paper submitted via Sakai; and #6: First round of group presentations and peer evaluation summaries submitted via Sakai</td>
<td>7/29/17</td>
</tr>
<tr>
<td>8/5: Class 10</td>
<td>#7: Second round of group presentations and peer evaluation summaries submitted via Sakai</td>
<td>8/5/17</td>
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</tbody>
</table>