

**SYLLABUS**  
**PubH 6553 - Healthcare Management Ethics**  
**Spring 2009 Term A**  
*(revised 01/26/2009)*

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**Credit:** 1

**Meeting Time:** Monday 1:25-2:50

**Meeting Place:** Room 1250 Mayo Memorial Building

**Instructor:** Leslie A. Grant, Ph.D.

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**Instructor's  
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**Office Hours:** By appointment

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**Purpose**

This course gives healthcare managers an understanding of the ongoing evolution of healthcare ethics in the US. Healthcare managers face complex ethical problems that arise in multiple contexts. For example:

- Healthcare managers work with a broad array of clinical staff, healthcare professionals and other stakeholders. Stakeholder values and behaviors are influenced by codes of ethics representing diverse professional groups and other interests.
- Healthcare managers have their unique professional codes of conduct which have been promulgated by various professional and trade associations.
- Healthcare managers may encounter ethical conflicts and/or face bioethical dilemmas within a variety of clinical contexts.

- Healthcare managers have fiduciary responsibilities to the organizations they manage.
- Healthcare managers are required to implement systems that respond not only to patient concerns but to organizational ethical issues. They are responsible for promoting good conduct within their organizations through mechanisms such as corporate compliance programs and corporate integrity programs. Ultimately, they are responsible for fulfilling an organizational mission that reflects the vision and core values of the organization.
- Healthcare managers who are effective leaders develop a personal ethic that reflects interpersonal growth (i.e., moral maturity) to support ethical decision making.

This course provides an overview of Healthcare Management Ethics by integrating ethical perspectives from:

- Managerial ethics and leadership
- Organizational ethics
- Professional ethics
- Biomedical or clinical ethics

This course teaches a practical method for analyzing and solving ethical problems within healthcare organizations. A *Practical Guide for Ethical Action* is used by students to complete a series of ethical analyses. Cases are drawn from a variety of contexts including managerial ethics, moral leadership, organizational ethics, professional ethics, and biomedical ethics.

### **Learning Objectives**

Upon completion of this course students will be able to:

- Describe Healthcare Management Ethics from multiple stakeholder perspectives including managerial ethics, organizational ethics, professional ethics, and biomedical/clinical ethics.
- Use the *Practical Guide for Ethical Action* to make ethically grounded management decisions.
- Increase self-awareness about one's own personal ethic to support moral development and effective leadership within health services organizations.

## Textbook and Course Manual

Darr, K. *Ethics in Health Services Management*, Fourth Edition, Health Professions Press, 2004. ISBN 1-87881-299-5.

Grant, L.A. *Practical Guide to Ethical Action*. (Unpublished Course Manual). University of Minnesota, Division of Health Policy and Management, School of Public Health.

## Evaluation and Grading

1. Students are expected to attend and participate in class discussions and prepare completing by reading assignments (100 points).
2. There is a final exam covering reading assignments and classroom presentations. The final exam is open book in multiple choice and essay format (200 points).
3. Students will complete a written ethics case analysis of Case D using the *Practical Guide to Ethical Action* (200 points).

Grading is on the A-F system only. Course evaluation is broken out in the table below.

### Performance Criteria

	% of Grade	Points
Attendance and Participation in Class Discussions	20%	100 points
Ethics Case Analysis Assignment	40%	200 points
Ethics Exam	40%	200 points
Total	100%	500 points

## Notice on Alternative Formats

This material is available in alternative formats upon request. Please contact Leslie Grant at (612) 624-8844 for further information.

## Student Academic Integrity and Scholastic Dishonesty

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can

result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

**Scholastic Dishonesty:** Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging , or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.