SOUTHERN ILLINOIS UNIVERSITY CARBONDALE  
COLLEGE OF APPLIED SCIENCES AND ARTS 
DISTANCE EDUCATION AND OFF CAMPUS PROGRAMS  

COURSE SYLLABUS  
HCM 420  
Health Care Ethics, Coding and Compliance  
Online Class  
19 Mar 2016 – 1 May 2016  

FACULTY:  
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HCM Alumni https://www.facebook.com/groups/HCM Alumni  

Contact Times:  
You may contact me anytime by phone between the hours of 10:00am and 8:00pm (EST) Monday through Friday, and between 11:00am and 9:00pm (EST) Saturday and Sunday. Furthermore, all messages go directly to my phone, so you may text me at the cell phone number above or email me at faithregan@att.net or faithregan@siu.edu anytime. If I am not available at the time you try to contact me please leave a message and I will get back to you as soon as possible.  

Required Textbook:  

Recommended Resources: (not required to purchase):  
**Course Description:**
Exploration of the ethical issues surrounding the delivery of health care services. Students will apply ethical principles and decision-making processes to a series of cases involving ethical dilemmas unique to the health care environment. Students will examine coding and compliance issues and carefully explore the external environment, which governs and regulates their actions as future health care managers.

**PREREQUISITES:** NONE

**Course Outcomes:**
Upon completion of the course, the student will be able to:
1. Explain the realms of analysis of health care ethics
2. Explain the stages of individual moral reasoning and their importance
3. Identify key principles involved in ethical decision-making.
4. Identify ethical dilemmas that managers confront in their administrative roles.
5. Identify and explain a variety of mechanisms for creating an ethical environment for employees.
6. Articulate JCAHO’s requirement for a “code of ethical behavior” in health care organizations.
7. Explain the difference in the roles of corporate compliance and corporate integrity programs in cultivating organizational ethics.
8. Explain the role and function of ethics committees in health care organizations
9. Explain the importance of ethical leadership in formulating and determining organizational ethics.
10. Discuss the role of professional codes of ethics in setting parameters for behavior.
11. Explain how to deal with moral disagreement and ambiguity in organizational ethics.
12. Articulate the steps involved in making decisions regarding ethics issues and apply critical reasoning in resolving ethical dilemmas.
13. Communicate their own positions on a variety of organizational ethics issues.
14. Apply an ethical decision-making model to a wide variety of case studies in organizational ethics.
15. Understand the Clinical Coding – Reimbursement Connection
16. Identify Coding issues relative to compliance and reimbursement
17. Review the standards of ethical coding and the value of having a self-reporting compliance

**Topical Outline:**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Percentages of Time</th>
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<tbody>
<tr>
<td>I. Morality and Ethics</td>
<td>20%</td>
</tr>
<tr>
<td>A. Stages of moral development</td>
<td></td>
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<tr>
<td>B. Morality and moral values</td>
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<tr>
<td>C. Law vs. ethics</td>
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<tr>
<td>II. Approaches to Ethical Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>A. Deontological approaches</td>
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<tr>
<td>B. Teleological approaches</td>
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<tr>
<td>C. Virtue theory</td>
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</tbody>
</table>
D. Utilitarianism  
E. Relativism  
F. Deductive and inductive approaches  
G. Ethical principles as guides  

III. Prototypes of Ethical Problems  
A. Three prototypes  
B. Ethical distress  
C. Ethical dilemmas  

IV. Ethical Dimensions of the Social and Institutional Contexts of Health Care  
A. Distributive justice  
B. Compensatory justice  
C. Social responsibility  
D. Ethics and power  

V. Professional and Organizational Support for Ethical Behavior  
A. JCAHO  
B. Corporate compliance, integrity programs, and ethics committees  
C. Codes of Ethics  
D. Leading ethical organizations  

VI. Coding and Compliance  
A. ICD, CPT, DRG, and the Clinical Connection to Reimbursement  
B. Compliance audits and self – reporting mechanisms  

**Course Objective Pre-Test and Post-Test:**  
To meet the Association of University Programs in Health Administration (AUPHA) certification requirement, it is necessary for HCM Instructors to assess whether the students understand the course objectives of the class. All students will be required to take a Pre-Test at the beginning of the course 3/19/2016 and then a Post-Test by the end of the course 5/1/2016. The Pre-Test will be graded but will not be included in the final grade, while the Post-Test will be included in the final grades.  

**Attendance/Participation:**  
The faculty of Southern Illinois University Carbondale affirms the importance of prompt and regular attendance on the part of all undergraduate students. Quality instruction clearly depends upon active student participation in the classroom or its equivalent learning environment. The current Southern Illinois University, Carbondale, Undergraduate Catalog further elaborates upon attendance and related guidelines.  

All students are required to participate in all discussion with other students and Instructor. On-line class participation, discussion questions, and the completion of all course assignments, accounts for (20%) of
the academic course grade. There will be deductions from the total participation score if any of these are missing.

It is important for all students who officially register for a class to be aware of the following attendance rules.

1. Students who wish to withdraw from a course must notify their Program Advisor of their intentions. It is not sufficient to withdraw merely by discontinuing attendance. The process of withdrawal starts with the student.

2. Students who never attended class must notify their Program Advisor and Instructor, in writing that they never attended class so they can be assigned a “NS” (No Show) grade. Therefore, they will not be liable for the cost of the course or courses not attended.

3. Students, who stop attending class and have a passing grade at the time, may ask for an “I” Incomplete from the Instructor. If this is approved the student has 30 days from the end of the course to finish all course requirements. If this is not completed, in the required time, then the “I” Incomplete grade will be changed to a grade of “F” (Failure) and the student will be liable for the cost of the course.

**Desire-2-Learn (D2L) Online Learning System:**

This class will be meeting strictly on-line; therefore, instead of meeting in the classroom we will utilize the Southern Illinois University’s Desire-2-Learn Online Learning System as our classroom.

All assignments must be submitted through the D2L Dropbox. They will not be accepted by e-mail or by any other means. The only way to receive a grade on your work is to submit it to the Dropbox.

Given the schedule of this course, substantial information along with required assignments are incorporated into Southern Illinois University’s Desire-2-Learn Online Learning System. Students must access the course’s Desire-2-Learn site often to ensure graded assignment and instructions are clear and that assignments are submitted electronically, previous to their respective due dates.

**ICE Survey**

The campus requests that all students fill out the ICE survey the last week of class. The student survey for the course is placed on D2L under “Activities” then click on “ICE”. Please take the survey the final week of class it is important for evaluating the class and instructor.

**Discussion Questions:**

The Instructor will post online discussion questions in the Discussions folder every week. Students must provide an initial response to at least three (3) discussion threads, and respond to at least two (2) other student’s postings. This means that each student is required to have three separate initial postings and two separate responsive postings each week. This is a total of five (5) posts a week totaling a maximum of 75 points a week, as shown below.
To receive full credit your initial post must be at least 1 to 2 paragraphs in length and meet the following expectations. *(Due NO Later Than Midnight CST on the Tuesday of Each Week)*

- A thoughtful assessment of the discussion question
- Intelligent, pointed comments
- Adequate research to answer the question
- Personal opinion of issue discussed

When responding to your classmates postings you must follow the below recommendations *(Due NO Later Than Midnight CST on the Saturday of Each Week)*

- Expand on or clarify point made by your classmate
- Offer an additional argument to support a position taken in an answer
- Suggest ways in which an idea could be more clearly expressed
- Disagree with a point or position made in an answer

If you are disagreeing with the views of another student, please be constructive and respectful. You may criticize a position, but not the author. State precisely the point you disagree with and offer reasons why you think their view is incorrect, supporting your position by citing the text or other sources.

<table>
<thead>
<tr>
<th><strong>Objective Criteria</strong></th>
<th><strong>Need Improvement</strong></th>
<th><strong>Meet Expectations</strong></th>
<th><strong>Exceptional</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Posting</strong></td>
<td>(5 points)</td>
<td>(10 points)</td>
<td>(15 points)</td>
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<tr>
<td></td>
<td>Little to no thought, research, or opinion was evident in post, or posting was not made at all. Excessive spelling and grammar errors noted.</td>
<td>Good points made, but ideas that are more thoughtful could have been explored or presented to convey an understanding of the material. Some infrequent spelling and grammar errors noted.</td>
<td>Interesting, valid, or well thought out discussion points. It is apparent the student has a grasp of the healthcare concept(s) raised in the discussion. Little to no spelling and grammar errors noted.</td>
</tr>
<tr>
<td><strong>Response Posting</strong></td>
<td>(2 points)</td>
<td>(5 points)</td>
<td>(10 points)</td>
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<tr>
<td></td>
<td>Little to no thought in providing reply was evident; or reply posting was not made.</td>
<td>Decent reply, but more could have been explored or presented to convey an understanding of the material; or the reply posting was late.</td>
<td>Reply is well thought out, interesting and valid. It was apparent the student had a grasp of the healthcare concept(s) raised in the discussion.</td>
</tr>
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</table>
**Mid-Term & Final Exam:**
The Mid-Term & Final Exam will consist of true and false, multiple-choice. The exams will be taken online at D2L after the third Sunday of class 4/10/16 and the last Sunday of class 5/1/16. You must read the text and take notes in class to answer the questions properly. I will try to touch on most of the material in the powerpoints but we may not have time to go over everything in the text. This does not mean you are not responsible for the information, you must understand all material for both exams.

**Team Project: Medical Ethics Case Study**
The purpose of this paper and presentation is to demonstrate your understanding of the information that has been presented throughout the course. The project will require the team to research a moral dilemma affecting a health care issue. *(I will give specific directions in the Team Project Guidelines under Content folder, Team Project)*

Groups of between five to six (5 - 6) students will work as a team on a Medical Ethics Case Study paper and presentation. This assignment requires the team to write a paper of at least ten (10) pages but not to exceed fifteen (15) pages (double-spaced) with at least ten (10) reference sources including the textbook. *(I will place students in groups randomly, unless you have a group you have worked with before. If you do, you must let me know by the end of the first week 3/27/16).*

The report requires a cover sheet and reference page, but it is not necessary to include an abstract page. Please be sure to document your references and citations correctly within the paper and on the reference page. Points will be deducted for every reference and citation not appropriate documented.

The team should prepare a power point presentation with talking points. The presentation does not require a minimum or maximum amount of slides. You simply need to ensure that you are covering all of the information addressed in your paper. All team members should be involved in developing the presentation and talking points. **Follow the below writing guidelines and be sure to document your references and citations correctly within the paper and on the reference page for full credit.**

The point value of the paper is 130 points, while the PowerPoint presentation is 60 points and will be graded on content, format and completion of the talking points is worth 25 points for a total of 80 points. If you do not complete the talking points in the presentation, you will lose those points. Lastly, ensure all team member names are on the Powerpoint presentation and paper.

Each team must submit their written assignment and PowerPoint presentation with talking points the last Sunday of class May 1, 2015 by 11:30pm (CST) to your Group Folder in the ASSIGNMENT FOLDER.

**Writing Guidelines and Grading Criteria:**
In order to excel on the team project, students must be able to apply the concepts, not just reiterate what is in the text, lectures, & supplemental readings. Get into the materials and make connections that will assist you in being able to utilize the concepts in a professional setting.

All assignments must follow the APA manuscript writing style. Below is the APA Format to use.
· Title/Cover Page  
· Body - Introduction, Discussion, Conclusion, (No Abstract)  
· Bibliography/Reference Page (the textbook can be one of your references).  
· Proper Citations throughout paper  
· Double spaced line spacing  
· Times New Roman font  
· 12 point font size

Break up your discussion into logical, organized paragraphs, supported by research. If your paper is too short, then you probably have not researched the material enough to show you have met the objectives for the assignment. Before submitting your assignment, ensure all research has been properly cited within the text and referenced at the end of the paper. A good rule to follow is, **whatever you have referenced should be cited, and whatever cited should be referenced.** If you do not use proper in-text citations and include a reference list, your grade will reflect this. Be aware the Instructor utilizes Turn-It-In software that checks reference material against written material. For proper guidelines on how to write citations and references, see “The Little Brown Book” or “The Publication Manual of the American Psychological Association”.

**Wikipedia or other wikis or blogs are not reliable source material and therefore cannot be used in your paper, if used points will be deducted.** Website citations must be from well-known, authoritative sites on the topic(s) discussed. Books, magazines, newspapers or other periodicals are acceptable sources as well. Spelling, punctuation, grammar and the tone of the paper should be professional and will factor into grading.

<table>
<thead>
<tr>
<th>Objective/Criteria</th>
<th>Need Improvement</th>
<th>Meet Expectations</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>(0 points)</td>
<td>(10 points)</td>
<td>(20 points)</td>
</tr>
<tr>
<td></td>
<td>Excessive spelling</td>
<td>Some infrequent spelling</td>
<td>Little to no spelling</td>
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<td></td>
<td>errors present</td>
<td>errors noted.</td>
<td>errors noted.</td>
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<tr>
<td>Grammar</td>
<td>(0 points)</td>
<td>(10 points)</td>
<td>(20 points)</td>
</tr>
<tr>
<td></td>
<td>Excessive grammar</td>
<td>Some infrequent grammar</td>
<td>Little to no grammar</td>
</tr>
<tr>
<td></td>
<td>errors noted.</td>
<td>errors noted.</td>
<td>errors noted.</td>
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</tbody>
</table>

**grammatical errors:** subject-verb disagreement, pronoun-antecedent disagreement, incorrect verb tense, incomplete sentence, run-on sentence. (See Little, Brown Handbook).
<table>
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<th>Meet Expectations</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tone/Style</strong></td>
<td>(0 points) Tone of the paper was inappropriate or unprofessional.</td>
<td>(10 points) Tone was not very professional and could use refinement.</td>
<td>(20 points) Appropriate professional tone</td>
</tr>
<tr>
<td></td>
<td>(10 points) Tone was not very professional and could use refinement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(20 points) Appropriate professional tone</td>
<td></td>
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</tr>
<tr>
<td><strong>Formatting</strong></td>
<td>(0 points) Formatting did not meet assignment criteria.</td>
<td>(10 points) Minor formatting error(s) noted.</td>
<td>(20 points) Formatting met all assignment criteria, as stated in the <strong>Writing Guidelines</strong> above</td>
</tr>
<tr>
<td></td>
<td>(20 points) Formatting met all assignment criteria, as stated in the <strong>Writing Guidelines</strong> above</td>
<td></td>
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<tr>
<td><strong>Questions</strong></td>
<td>(0 points) Questions were not adequately answered, or the case information was not incorporated within the questions.</td>
<td>(10 points) Some questions were answered and case information was somewhat incorporated within the questions.</td>
<td>(20 points) Adequately answered all questions; identified and incorporated all case information within the questions.</td>
</tr>
<tr>
<td><strong>Citations and References</strong></td>
<td>(0 points) No sources are cited or referenced.</td>
<td>(20 points) Sources are referenced, but are not cited properly, or citations are lacking references.</td>
<td>(30 points) Sources are cited adequately and appropriately. Use APA format to list references on reference list and to cite references in text (body of your paper). Single spaced entry lines; double-spaced between entries. Included a citation for each paragraph in the paper that is obviously taken from a source.</td>
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</tbody>
</table>

**Course Assignments:**

It is my expectation that students submit all course requirements in a *timely manner*. Late submissions of assignments will reflect a deduction of 10 points for every 2 days late. Therefore, an assignment submitted one week after the due date will receive a 30-point deduction and an assignment submitted two weeks past the due date will not be accepted and the grade will reflect a zero (0). Any course requirement not submitted may result in a full course grade reduction.
**Grading Evaluation:**

The following total points will determine your grade:

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
<th>Letter Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Attendance Participation <em>(15 pts/5 weeks)</em></td>
<td>75</td>
<td>A 1000 – 900</td>
</tr>
<tr>
<td>b. Class Discussion Question <em>(65 pts/5 weeks)</em></td>
<td>325</td>
<td>B 800 – 899</td>
</tr>
<tr>
<td>c. Team Project Presentation</td>
<td>85</td>
<td>C 700 – 799</td>
</tr>
<tr>
<td>d. Team Project Paper</td>
<td>130</td>
<td>D 600 – 699</td>
</tr>
<tr>
<td>e. Mid Term Exam</td>
<td>140</td>
<td>F 599 or Below</td>
</tr>
<tr>
<td>f. Final Exam</td>
<td>200</td>
<td></td>
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<tr>
<td>g. Post Test</td>
<td>45</td>
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</tbody>
</table>

**Important Course and Assignment Dates:**

Please note that all assessment activities noted below are due on the dates noted. Further information and directions regarding the assignments denoted below are provided throughout this syllabus.

**Week 1 Schedule: (19-27 Mar 2016)**

*Prior to Saturday 3/19/16, you must take the Course Pre Test*

Read Chapters 1, 2, 3 from “Health Care Ethics: Critical Issues for the 21st Century”

Review PowerPoint Presentations on Chapter 1, 2, 3 from textbook, located in Content Folder

Answer required Discussion Questions for Week 1: Initial Post Due by: 11:30pm CST on 3/22/16,
Responding Post Due by: 11:30pm CST on 3/26/16

**Week 2 Schedule: (28-3 Apr 2016)**

Read Chapters 5, 6, 9, 11 from “Health Care Ethics: Critical Issues for the 21st Century”

Review PowerPoint Presentations on Chapter 5, 6, 9, 11 from textbook, located in Content Folder

Answer required Discussion Questions for Week 2: Initial Post Due by: 11:30pm CST on 3/29/16,
Responding Post Due by: 11:30pm CST on 4/2/16

**Week 3 Schedule: (4-10 Apr 2016)**

Read Chapters 12, 13, 14, 15 from “Health Care Ethics: Critical Issues for the 21st Century”

Review PowerPoint Presentations on Chapter 12, 13, 14, 15 from textbook, located in Content Folder

Answer required Discussion Questions for Week 3: Initial Post Due by: 11:30pm CST on 4/5/16,
Responding Post Due by: 11:30pm CST on 4/9/16

Mid-Term Exam: Covering the material from Chapters 1-3, 5-6, 9, 11-15 “Health Care Ethics: Critical Issues for the 21st Century”

*Mid-term Exam to be taken by Sunday evening 4/10/16 at 11:30pm CST*
Week 4 Schedule: (11-17 Apr 2016)
Read Chapters 17, 21, 22 from “Health Care Ethics: Critical Issues for the 21st Century”
Review PowerPoint Presentations on Chapter 17, 21, 22 from textbook, located in Content Folder
Answer required Discussion Questions for Week 4: Initial Post Due by: 11:30pm CST on 4/12/16,
Responding Post Due by: 11:30pm CST on 4/16/16

Week 5 Schedule: (18-24 Apr 2016)
Read Chapters 1, 2, 3, 5, 7 from “Essentials of Health Care Compliance”
Review PowerPoint Presentations on Chapter 1, 2, 3, 5, 7 from textbook, located in Content Folder
Answer required Discussion Questions for Week 5: Initial Post Due by: 11:30pm CST on 4/19/16,
Responding Post Due by: 11:30pm CST on 4/23/16

Week 6 Schedule: (25-1 May 2016)
Read Chapters 10, 11, 12, 13 from “Essentials of Health Care Compliance”
Review PowerPoint Presentations on Chapter 10, 11, 12, 13 from textbook, located in Content Folder
Final Exam – Covering the material from Chapters 17, 21, 22 from “Health Care Ethics: Critical Issues for the 21st Century” and Chapters 1-3, 5, 7, 10 –13 “Essentials of Health Care Compliance”

Take ICE Survey between 4/24/16 – 5/1/16
Take Course Objective Post-Test by 5/1/16 on 11:30pm CST
Team Project Case Study Paper and Presentations due by Sunday 5/1/16 at 11:30pm CST
Final Exam to be taken by Sunday evening 5/1/16 at 11:30pm CST

(The information below is standard on all Instructor syllabi)

Academic Dishonesty Policy:
Students may be subject to disciplinary proceedings resulting in an academic penalty or disciplinary penalty for academic dishonesty. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, or collusion. References to the Student Conduct Code, (e.g. plagiarism policy).

ADA Statement for Students Requiring Special Accommodations:
As per Section 504 of the Vocational Rehabilitation Act of 1973 and the American Disabilities Act (ADA) of 1990, if accommodations are needed, inform your instructor as soon as possible.