Syllabus, HCE647-91, Clinical Healthcare Ethics II.

Sample

Semester: TBA.
Instructor: TBA.
Contact Information: email-TBA; Ethics Office, UPMC/Mercy Hospital.

Course Description.
This course continues and advances the clinical experience of HCE 646. It is available only to HCE doctoral students. The level of responsibility increases as students participate more actively in the actual doing of hospital ethics, especially in policy development and ethics consultation. In addition, they will be expected to help guide ethics residents taking 646. Like 646, this course is designed individually for each student, adapting the syllabus as the student's work and expertise requires.

The Course is the 1st component of the new Clinical and Organizational Rotations in Ethics (CORE), effective Fall 2008. The acronym helps to focus on the crucial core significance of the Rotations in our Degree Programs. The clinical component is so inter-woven with the organizational component in health care that the Rotations focus upon the dynamic relationship between clinical, organizational, and professional ethics.

Rationale. The CORE provides HCE degree students with an experience-based curriculum to learn in a supervised, step-by-step manner the scholarly knowledge and professionals skills for providing ethics services in health care. Moreover, the curriculum focuses upon providing ethics leadership to integrate clinical, organizational, and professional ethics across the health care organization.

Method. Adopting a step-by-step approach, each Rotation is designed to build on one another in a practical and supervised manner, each subsequent rotation requiring the previous rotations. The first component is required for the master’s degree. All four components are required for the doctoral degree. Each rotation has distinctive learning objectives. Significant time is dedicated in each Rotation to the student’s critical reflection to enhance the enterprise of experiential learning in a meaningful and personal manner. And each Rotation seeks to engage the integration of the clinical and organizational components of contemporary health care delivery.

Course Timespan. Typically, each Rotation extends for 15 weeks over a semester, lasting 150 hours, divided differently among the varying Rotations.
HCE647-91, Clinical Healthcare Ethics II.

HCE647 Learning Objectives: Understanding, Experience, Reflection.

Focus: Ethics Committees: consultation, education, policy.

Level of Supervision: Some independence to interact with health professionals.

Understanding. Learn ASBH Core Competencies.

- Learn Nature and Goals of ethics consultation.
- Learn Core competencies for ethics consultation: rationale, knowledge, process, character. See, Core Competencies.


- Provide support to the Ethics Committee (eg, taking minutes, researching a topic, finding resources).
- Participate in prospective and retrospective Case Consultations.
- Engage the integration of clinical, organizational, and professional issues that ethics committees encounter.


- Critical reflection on opportunities for Case Consultations, Professional Education, Policy Review & Development.
- Critical reflection via journals, readings, seminars, and a capstone essay/project.
A. **Pedagogical Component.** Master the conceptual knowledge and terminology of relevant ethical and clinical issues to initiate a supervised placement in a clinical environment that involves participation in Ethics Committee service.

   a. **Time Distribution:** (35 hours, 25% of grade), weeks 1, 2, 3: 10 hours weekly.

   b. **Related Action.**
      i. Study assigned readings
      ii. Undertake an exam assessment of learning outcomes.

   c. **Implementation Mechanism.**
      i. **Readings.** Students to read:-
      ii. **Assessment** (end of week 3). Test on two texts:
         1. Test to be designed on ASBH *Core Competencies*.
         2. Jonsen text for ongoing reading/discussion during Rotation.

   d. **Assessment:** 25% of total grade. Students must achieve a grade of B (normal progress) on the assigned exam in order to continue with the Rotation. However, the student should attend any scheduled seminar or Ethics Committee (IEC) meeting that occurs during this timeframe to accommodate the facility’s IEC schedule. The grade will be assigned to student upon completing this component.

   i. **Exam Format:** Students will undergo a formal exam to indicate their knowledge on a series of topics selected from the required readings. The exam will last for 3 hours, writing five 1-1 ½ page (double-spaced) responses from a list of eight assigned questions. The Faculty Supervisor assesses the exam submissions based on the information of the assigned texts and then assigns a grade to each student. The exam will be supervised and in legibly written format, not permitting access to computers or books. The exam will select topics from the readings by adopting the major section headings:

      1. **ASBH, Core Competencies.** Topics reflect the section titles.
         1. Defining ethics consultation.
         3. The rationale for core competencies in ethics consultation.
         4. Core skills for ethics consultation: ethical assessment skills.
         5. Core skills for ethics consultation: process/interpersonal skills.
         6. Core knowledge for ethics consultation: moral reasoning and ethical theory.
         7. Core knowledge for ethics consultation: common bioethical issues and concepts.
8. Core knowledge for ethics consultation: clinical context and health care systems and policies.
9. Core knowledge for ethics consultation: codes of ethics and health law.
10. Character and ethics consultation.
11. Organizational ethics and ethics consultation.
13. Obligations of ethics consultants and institutions.

ii. Sample Examination. Please write a 1-1 ½ page (double-spaced) response to five topics from this list. The exam will be supervised and in written format, not permitting access to computers or books.
1. Describe the rationale for core competencies in ethics consultation.
2. Explain some ethical assessment skills required for ethics consultation.
3. Explain the role of moral reasoning and ethical theory in ethics consultation.
4. Discuss common bioethical issues and concepts that arise in ethics consultation.
5. Explain the role of codes of ethics and health law in ethics consultation.
6. Explain the significance of Character for ethics consultation.
7. Discuss the place of organizational ethics in ethics consultation.
8. Describe some basic obligations of ethics consultants and institutions.
B. **Rounds, Ethics Services** (Functions of an Ethics Committee). Through critical observation, enhance your acquaintance with the clinical environment and actively participate in the traditional functions of ethics committee service: Case Consultation, Professional Education, Policy Review & Development.

1. **Time Distribution:** (70 hours, 25% of grade), weeks 4-10: 10 hours weekly.
   - These weeks may occur over a longer period to accommodate schedules of individuals with the approval of the Faculty Supervisor, but there should be cumulatively 70 hours of Rounds.

2. **Related Action.**
   - Undergo orientation for introduction and compliance issues.
   - Record attendance in the facility each time as prescribed.
   - Attend Rounds as pertinent coordinated and supervised for the Rotation.
   - Participate in assigned functions of Ethics Committee service at UPMC/Mercy. The relevant hours for these meetings pertain to the next section C.

3. **Implementation Mechanism.**
   a. **Orientation.** Faculty Supervisor will arrange an Orientation Session.
   b. **Work-Sheet.** Faculty Supervisor will distribute a work-sheet indicating:
      i. Which students will be assigned specific Rounds: time/location.
      ii. Which students will be assigned with Senior Student Mentors who will help to coordinate Rounds, accompanying students as appropriate, engage students in critical reflection on Rounds.
      iii. Allocation of ethics committee service.
   c. **Ad hoc Ethics Services.** Faculty Supervisor will notify students of an impending case consultation, opportunity for providing professional development, or opportunity for policy engagement to facilitate student participation, as appropriate.
   d. **Project.** Allocation of project to be integrated with Capstone Essay.
   e. **Critical Engagement by Students.**
      i. The purpose of Rounds is to foster the student’s “Critical Engagement” with the clinical environment and experience. By “critical engagement” is meant the student’s involvement in related discussions, questions, observations, etc. about the Rounds with fellow students, involved health professionals, the Student Mentor, and the Faculty Supervisor, as appropriate.
      ii. The purpose of Ethics Committee service is to engage the student more actively in the actual work of ethics in a health care facility. By “critical engagement” is meant the student’s successful involvement in completing assigned tasks related to case consultation, professional education, and policy review & development.
f. **Monthly Seminars.** This component is integrated with the monthly seminars whose relevant hours pertain to the next section C. Faculty Supervisor will plan a series of monthly seminars (4 seminars per semester) lasting 90 minutes (also, see seminar item below). These seminars are the same ones organized for HCE646. The HCE647 student is expected to be more involved in these seminars than previously, such as by leading a presentation when feasible. The seminar will dedicate 30 minutes to discussing student performance and questions on Rounds and Ethics Committee Meetings, focusing on the critical engagement of students. Issues related to student confidentiality must be respected, hence there can be no public comment about a particular student’s grade or progress.

4. **Assessment:** 25% of total grade.
   a. Based on level of attendance and critical engagement related to Rounds and Ethics Committee service.
   b. The grade for this component will be assigned by the Faculty Supervisor to the student at this point.

C. **Journals, Readings, Meetings/Seminars.** Critically reflect on clinical experiences to integrate theoretical and practical learning by reading, writing, and discussion. Please note the significant proportion of the total grade assigned to this very important critical component of the Rotation.

1. **Time Distribution:** (35 hours, 40% of grade), distributed across 7 weeks of Rounds, approximately following this time allocation:
   - Four seminars of approx. 90 mins: 6-7 hours;
   - Seven weeks journals, 2 hours each: 14 hours;
   - Seven weeks reading 2 hours weekly: 14 hours.
   **Note.** Rounds may occur over a longer period to accommodate schedules of individuals with the approval of the Faculty Supervisor. Student journals and readings should reflect the agreed schedule for Rounds.

2. **Related Action.**
   - **Weekly Journals.** Critical reflection on experiences and readings.
   - **Readings.** Include reflection on readings in weekly journals.
   - **Seminars.** Participate in monthly seminars.

3. **Implementation Mechanism:** during weeks 4-10 (7 weeks, 5 hours weekly).
   a. **7 Weekly Journals.** Submit by Friday noon (to be submitted for review and revision if appropriate). Weekly journals should be at least 2 pages double-spaced. Journals briefly summarize activities as referenced in the weekly time chart and offer critical reflection upon the identified activities, connecting with critical reflection on course readings.
b. **Weekly Readings.** Students are expected to provide a 1-page summary of the reading assigned and to integrate critical reflections on readings of the week or prior weeks into their weekly journals.


- **Week 4.** Intro, pp.1-11, Chap.1, “Medical Interventions,” pp.13-50
- **Week 5.** Chap.2, on “Preferences of Patients,” pp.51-108.
- **Week 6.** Chap.2, on “Preferences of Patients,” pp.51-108.
- **Week 8.** Chap.3, on “Quality of Life,” pp.109-157.
- **Week 9.** Chap.4, on “Contextual Features,” pp.159-221
- **Week 10.** Chap.4, on “Contextual Features,” pp.159-221.

c. **Monthly Meetings/Seminars.** Faculty Supervisor will plan a series of monthly meetings/seminars (4 seminars per semester):

  i. 30 minutes: discussion of student performance on Rounds.
  ii. 30 minutes: discussion of selections from assigned readings.
  iii. 30 minutes: presentation on topics.
      
      1. **Topic 1.** Case Consultation Method. Professor Magill.
         (4-point matrix: data, deliberation, decision, direction as adopted by Certificate Program).
      3. **Topic 3.** Role of Hospital Ethics Committees. TBA.
      4. **Topic 4.** Student case review. Selected by Supervisor.

d. **Timetable of monthly meetings/seminars.** Typically, monthly meetings will follow this schedule:

  i. **9:30 Student meeting/seminar (divided into three components).**
     - 30 minutes: discussion of student performance on Rounds/Service.
     - 30 minutes: discussion of selections from assigned readings.
     - 30 minutes: presentation on topics.
  ii. **11:00 UPMC/Mercy Ethics Consultation Service Review.**
     - All CORE students can actively participate in discussion except HCE646 students whose focus is observation and critical reflection.
  iii. **12:00 UPMC/Mercy Institutional Ethics Committee (IEC) Meeting.**
     - Typically, CORE students do not actively participate in discussion during the formal IEC meeting.

4. **Assessment:** 40% of total grade.
   a. **Journals and Readings.** 30%
   b. **Seminar Participation.** 10%.
c. The grade for this component will be assigned by the Faculty Supervisor when the student completes the journals (7) which may extend beyond the chronology of weeks 4-10 to accommodate schedules.

D. **Capstone Essay/Project.** The Capstone Essay is a critical reflection on the experiences, readings, discussions, and seminars to comprehensively summarize the experiential learning of the Rotation. Rotation HCE647 also requires a project to be integrated with the Capstone Essay. The project will be assigned by the Faculty Supervisor to reflect the focus of the Rotation. The Capstone Essay and the Project together should be a 15-20 page paper (double-spaced) to be submitted by the end of the Rotation. The project will be assigned after the Pedagogical Component at the beginning of the Rounds & Ethics Service Component. Students must submit for approval a 1-page proposal for the project. Examples of projects include: year-end-reviews, ethics bulletins.

1. **Time Distribution:** (35 hours, 10% grade), due in the final week of the Rotation.

2. **Related Action.**
   - Submit a 15-20 page (double-spaced) Capstone Essay/Project.

3. **Implementation Mechanism.**
   - Submit a 15-20 page (double-spaced) Capstone Essay/Project.

4. **Assessment:** 10% of total grade.
   - Based on the quality of the critical, comprehensive reflection.
   - The grade for this component will be assigned after completion.

E. **Student Assessment & Course Evaluation.**

1. Student evaluates Rotation confidentially submitting evaluation to the Center Director. Copies of the “Student Evaluation Form” to be distributed by Faculty Supervisor at end of Rotation.

2. Faculty evaluates student with grade and brief written report submitted to student, using the “Faculty Evaluation Form.”

F. **Grade Assignment.** Faculty Supervisor submits grade to University Registrar.

G. **Schedule Layout.** The Rotation Syllabus includes a weekly layout that assigns the Rotation Components to specific timelines. If a specific student requires extended timelines, such as for Rounds, the arrangement as agreed by the Faculty Supervisor is recorded in writing.
Schedule Layout, 2008 Fall:

**Sep. 15, week 1**: reading for exam.
**Sep. 22, week 2**: reading for exam.
**Sep. 29, week 3**: reading for exam.
   Fri. Oct. 3, 12:00-3:00pm: Written Exam, UPMC/Mercy, Ethics Office.

**Oct. 6, week 4**: Rounds/Ethics Service; Journals, Readings.
   Oct. 8, 9:30 Student Seminar-2; 11:00am-1:00pm, UPMC/Mercy Ethics Services meetings.
**Oct. 13, week 5**: Rounds/Ethics Service; Journals, Readings.
**Oct. 20, week 6**: Rounds/Ethics Service; Journals, Readings.
**Oct. 27, week 7**: Rounds/Ethics Service; Journals, Readings.
**Nov. 3, week 8**: Rounds/Ethics Service; Journals, Readings.
**Nov. 10, week 9**: Rounds/Ethics Service; Journals, Readings.
   Nov. 12, 9:30 Student Seminar-3; 11:00am-1:00pm, UPMC/Mercy Ethics Services meetings.
**Nov. 17, week 10**: Rounds/Ethics Service; Journals, Readings.

**Nov. 24, week 11**: Rounds/Ethics Services; Journals, Readings (may extend here).
**Dec. 1, week 12**: Rounds/Ethics Services; Journals, Readings (may extend here).
**Dec. 8, week 13**: Capstone Essay, submit to TBA, noon, Fri. Dec. 12.
   Dec. 10, 9:30 Student Seminar-4; 11:00am-1:00pm, UPMC/Mercy Ethics Services meetings.
   Dec. 15: Student and Faculty Evaluation forms to be completed and submitted.
   Grades submitted
Schedule Layout of the Rotation over the Semester.

The Rotation covers a 15 week period over a semester. The itemization of weeks (week 1, etc) identifies the time allocation for the Rotation Components of 10 hours per week (not the chronological weeks in a given month):
- Pedagogical Component (3 weeks);
- Rounds, Ethics Services (7 weeks);
- Journals, Readings, Seminars (equivalent of 4 weeks);
- Capstone Essay (1 week).

Week 0. Orientation at UPMC/Mercy.
   **Seminar-2** (90 mins) and UPMC/Mercy IEC Meeting

Pedagogical Component, 3 weeks, 35 hours.
Week 1. Pedagogical Component: Study Texts. 10 hours.
Week 2. Pedagogical Component: Study Texts. 10 hours.
Week 3. Pedagogical Component: Study Texts. 10 hours.
   Exam: 3 hours.
   Grade Assignment: 25% of total grade.

Rounds, Ethics Services, 7 weeks, 70 hours.
Week 4. Rounds, Ethics Services. 10 hours.
   **Seminar-2** (90 mins) and UPMC/Mercy IEC Meeting.
   **Reading and Journal-1** (4 hours)
Week 5. Rounds, Ethics Services. 10 hours.
   **Reading and Journal-2** (4 hours)
Week 6. Rounds, Ethics Services. 10 hours.
   **Reading and Journal-3** (4 hours)
Week 7. Rounds, Ethics Services. 10 hours.
   **Reading and Journal-4** (4 hours)
Week 8. Rounds, Ethics Services. 10 hours.
   **Reading and Journal-5** (4 hours)
Week 9. Rounds, Ethics Services. 10 hours.
   **Seminar-3** (90 mins) and UPMC/Mercy IEC Meeting.
   **Reading and Journal-6** (4 hours)
Week 10. Rounds, Ethics Services. 10 hours.
   **Reading and Journal-7** (4 hours)
   Grade assignment: 25% of total grade.

Journals, Readings, Seminars, 35 hours. These items weave through the entire semester. Hence there can be variability in time assignment. An example is provided: see *underlined/bold/italics* items entered in weeks.

Week 11. Rounds, Ethics Services, journals, readings may extend here.
Week 12. Rounds, Ethics Services, journals, readings may extend here.
Week 13. Rounds, Ethics Services, journals, readings may extend here.
   **Seminar-4** (90 mins) and UPMC/Mercy IEC Meeting.
   **Capstone Essay**, 1 week, 10 hours. Due last week of Rotation.
   Student and Faculty Evaluation forms to be completed and submitted.
Relevant Policies.

Academic Integrity.
This syllabus incorporates the “Expectations of Academic Integrity.” Cheating and plagiarism cannot be tolerated. All relevant policies of the McAnulty College and Graduate School of Liberal Arts apply.

Reasonable Accommodations.
Students with documented disabilities are entitled to reasonable accommodations if needed. If you need accommodations, please contact the Office of Freshman Development and Special Student Services in 309 Duquesne Union (412-396-6657) as soon as possible. Accommodations cannot always be granted retrospectively.

Course Related Policies: see attachments on HCE Rotation Program Description.

Attachment A. Rotation: Student Evaluation Form.
Attachment B. Faculty Evaluation: Grade Assignment.
Attachment C. Faculty Evaluation: Student Performance.
Attachment D. Sample Time Chart.
Attachment E. Sample Schedule Layout of the Rotation over the Semester.
Attachment F. Summary of Readings for all Rotations.
**Assignment of Grades.**

Grades adopt the College Policy, as follows. Grades and Quality Point System of The McAnulty Graduate School: [http://www.liberalarts.duq.edu/gradmanual/academic.html](http://www.liberalarts.duq.edu/gradmanual/academic.html)

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**Grades assigned after each Rotation Component.**

**Pedagogical Component (25% of grade).**

Students must achieve a grade of B (normal progress) on the exam in order to continue with the Rotation.

**Rounds, Ethics Services (25% of grade).**

Based on level of attendance and critical engagement related to Rounds and Ethics Committee service.

**Journals, Readings, Seminars (40% of grade).**

**Journals, Readings (30% of grade).**

Based on quality of journals and their engagement with the readings.

**Seminars (10% of grade).**

Based on participation in the seminars.

**Capstone Essay/Project (10% of grade).**

Based on the quality of the critical, comprehensive reflection.

**TOTAL GRADE ASSIGNED:**