

## SYLLABUS, HCE 647-91, CLINICAL HEALTHCARE ETHICS

Semester: Spring 2017

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### Course Description

*This course is a clinically based practicum consisting of supervised placement in an ethics rotation at UPMC Mercy Hospital in Pittsburgh as well as reading and discussion concerning clinical ethical issues and participation in the work of the hospital's Institutional Ethics Committee (IEC). Students "round" or "rotate" through Mercy Hospital's Medical Intensive Care Unit, in some other specialized units, and on the general floors. The development of observation skills is an essential part of this experience. The course is designed individually for each student, adapting the syllabus as the student's work and expertise requires.*

This course is the 2<sup>nd</sup> component of the new Clinical and Organizational Rotations in Ethics (CORE), which became effective in the Fall of 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 professional 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. 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. Moreover, each Rotation seeks to engage the integration of the clinical and organizational components of contemporary health care delivery.

### Course Time Span

The Spring 2017 semester begins on **Thursday January 12, 2017**. The first two weeks of the course will be spent in pedagogical learning. The examination for the pedagogical portion of the course is scheduled for **Thursday January 26, 2017 from 9AM-11AM, in the Kelly Library**. After successful completion of the examination students will be scheduled to begin rounding in the various sites throughout the hospital.

This clinical course requires 150 hours in total, divided among varying rotation sites within the hospital. UPMC Mercy Hospital Orientation will be held on **Monday January 30, 2017**. Clinical rotations will need to be completed by **Friday May 5, 2017**. The capstone essay is due by **Saturday May 6, 2017 by 6 PM via email**.

### **HCE647-91, Clinical Healthcare Ethics Course Component Outline**

**Learning Objectives:** Understanding, Experience, and Reflection.

Focus: Ethics Committees, consultation, education and policy

The Rotation is an introduction to the clinical environment and the function of Ethics Committees, typically occurring at UPMC/Mercy. The Rotation Components are allocated over 15 weeks, covering 150 hours total.

Level of Supervision: Some independence to interact with health professionals

Understanding: Learn ASBH Core competencies. Specifically:

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

Experience: Participation in Case Consultations, Professional Education, Policy Review and development.

- Participate in prospective and retrospective Case Consultations
- Participate in Professional Education and Policy Review and Development
- Engage the integration of clinical, organizational and professional issues that ethics committees encounter.

Reflection. Consultations, Education and Policy. Specifically:

- Critical reflection on consultations, education, policy opportunities
- 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 needed prior to initiation of a supervised placement in a clinical environment with an Ethics Committee.

- a. Time Distribution: 35 hours over weeks 1 and 2. 15-20 hours weekly.

- b. Related Action.
  - i. Study assigned readings
  - ii. Undertake an exam assessment of learning outcomes.
- c. Implementation Mechanism.
  - i. Readings. Students will read 2 texts:
    1. American Society for Bioethics and Humanities, *Core Competencies for Health Care Ethics Consultation* (Glenview, IL: ASBH, 2011).
    2. Albert R. Jonsen, Mark Siegler, William J. Winslade, *Clinical Ethics: A Practical Approach to Ethical Decisions in Clinical Medicine* (New York: McGraw-Hill, 2010).

It may be helpful to also have the texts from HCE 646 available throughout the semester. Those texts include:

3. Charles Junkerman, David Schiedermayer, *Practical Ethics for Nurses and Nursing Students* (Hagerstown, MD: University Publishing Group, 2003).
  4. USCC, *Ethical and Religious Directives for Catholic Health Care Services*, 5<sup>th</sup> ed (Washington, D.C.: USCCB 2009).
  5. David F. Kelly, *Medical Care at the End of Life: A Catholic Perspective* (Washington, D.C.: Georgetown University Press, 2007).
- ii. Assessment (Week 3). Test on one text:
    1. American Society for Bioethics and Humanities, *Core Competencies for Health Care Ethics Consultation* (Glenview, IL: ASBH, 2011).
- 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. The grade will be assigned to the student upon completing this component. . **Note:** If a student fails to pass the examination with at least a B the first time, upon re-taking the examination the highest grade which can be earned is a B.
    - 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 2 hours, writing five responses from a list of eight assigned questions. All students will take the exam together on **Thursday January 26, 2017 from 9AM-11AM, in the Kelly Library**. 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 chapter or section headings:
      1. American Society for Bioethics and Humanities, *Core Competencies for Health Care Ethics Consultation* (Glenview, IL: ASBH, 2011)
      2. Junkerman, *Practical Ethics*. Topics reflect the chapter titles.
        1. DNR.
        2. Withdrawal of Treatment.
        3. Informed Consent.
        4. Competence and Decision-Making Capacity.
        5. Confidentiality.

6. Heart-Lung Death.
  7. Brain death.
  8. PVS.
  9. Futility.
  10. Difficult Patient.
  11. Pain Control/Palliative Care.
  12. Autopsy.
  13. Organ Donation.
  14. AIDS.
  15. Pediatric Issues.
  16. Ethics and Managed Care.
  17. Advanced Directives.
  18. Ethics Consultation.
  19. Euthanasia and Assisted Suicide.
  20. Physician's Professional Responsibilities.
3. *Ethical and Religious Directives*. Topics reflect the sections.
    1. Social Responsibility in the *ERDs*.
    2. Pastoral-Spiritual Responsibility in the *ERDs*.
    3. Professional-Patient Relationship in the *ERDs*.
    4. Issues in Care for the Beginning of Life in the *ERDs*.
    5. Issues in Care for Dying in the *ERDs*.

**B. Rounds, Ethics Services (Ethics Committee Meetings).** Through critical observation, students will become acquainted with the clinical environment, the work of a traditional Ethics Committee (Case Consultation, Professional Education, Policy Review & Development), and the ethical issues that arise by participating in supervised rounds and meetings related to the Ethics Committee.

1. Time Distribution: (70 hours total, 25% of grade)
  - There should be cumulatively 70 hours of Rounds for HCE 647
  - It is expected that each student participate in clinical rounds a minimum of 5 hours per week. Some weeks students will need to put in more hours in order to meet the 70 hour requirement.
  - It is not recommended that students try to earn all of their hours within a short time span. This would not permit the student to have the most beneficial educational experience.
2. Related Action.
  - Undergo orientation for introduction and compliance issues as needed (e.g., HIPAA Certification, Identification Badge, etc). HIPAA Certification: Prior to the beginning of clinical rounding, students must complete a HIPAA certification via Blackboard. (Log on to DORI, click the Bb icon on the top right, click the Courses/Communities" tab, enter HIPAA in the Organization Search box, hover the cursor over the organization ID and click the chevron that appears, then click "Enroll"). A printed copy of the HIPAA certificate of completion must

be given to the Clinical Supervisor before the student will be permitted to begin rounding.

- Record attendance in the facility each time as prescribed.
- Attend Rounds coordinated and supervised for the Rotation.
- Attend assigned meetings related to the Ethics Consult Committee and Monthly IEC meetings UPMC/Mercy.

3. Implementation Mechanism.

- a. Orientation. Will be held on **Monday January 30, 2017.**
- b. Work-Sheet. Students will receive a work-sheet on which to indicate specific Clinical Rotation: time/location.
- c. Critical Engagement by Students. 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, and the Faculty Supervisor, as appropriate.
- d. Monthly Seminars. Students will attend a series of monthly seminars lasting 90 minutes. The seminars will be held at a mutually convenient time for students and instructors. The seminars will be dedicated to discussing student performance and questions on Rounds and Ethics Committee Meetings, focusing on the critical engagement of students. Each seminar will also have a specific topic to be discussed. Issues related to student confidentiality must be respected; hence, there will 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 meetings.
- 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: (approximately 35 hours, 40% of grade) distributed across the weeks of rounds, approximately following this time allocation:
  - 4 monthly seminars of approximately 90 minutes: 6-7 hours;
  - journals and capstone essay draft work, approximately 14 hours
  - 7 weeks reading approximately 2 hours weekly: 14 hours.
2. Related Action.
  - Weekly Journals. Critical reflection on experiences and readings.
  - Readings. Include reflection on readings in weekly journals.
  - Seminars. Participate in monthly seminars or as scheduled.

3. Implementation Mechanism:

- a. Weekly Journals. Submit weekly by 6pm Saturday (to be submitted for review and revision if appropriate). If for any reason a journal is going to be late the clinical instructor should be made aware of this along with the reason for the delay. Weekly journals should be approximately 3 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. Journals should address the real experience of the student and the depth of ethical issues such as actions, professional conduct, etc. Students will receive a specific Word Processing / Excel Spreadsheet format to follow in submitting weekly journals. Times charted on the spreadsheet should be rounded up in 15 minute blocks as appropriate (ex. 1:05 of time should be rounded to 1:15).
- b. Weekly Readings. Students are expected to provide roughly 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.

Reading Assignments: Albert R. Jonsen, Mark Siegler, William J. Winslade, Clinical Ethics: A Practical Approach to Ethical Decision making in Clinical Medicine (NewYork: McGraw-Hill, 2010, Seventh Edition).

Week 4., Intro, pp.1-8

Week 5:Chap.1, "Medical Indications," pp.9-46.

Week 6 Chap 2, "Patient Preferences," pp.47-79.

Week 7: Chap 2, con't "Patient Preferences" pp. 80-108.

Week 8. Chap.3, on "Quality of Life," pp.109-143.

Week 9. Chap.3 cont, "Quality of Life," pp. 144--160.

Week 10. Chapter 4 "Contextual Features," pp.161-198.

Week 11. Chapter 4 cont. "Contextual Features," pp. 199-225

c. Timetable of Institutional Ethics Committee Meetings and Monthly Seminars:

Typically, monthly seminars will follow this outline:

Student meeting/seminar (divided into three components).

- 30 minutes: discussion of student performance on Rounds.
- 30 minutes: discussion of selections from assigned readings.
- 30 minutes: presentation on topics.

The dates for this semester's seminars are as follows will be determined at a mutually convenient time for students and instructors.

UPMC/Mercy Institutional Ethics Committee (IEC) and Consult Meetings:

There is a monthly Ethics Consult meeting scheduled prior to the monthly IEC meeting. These meetings generally begin at 11am in room 2407. The monthly IEC meetings are held from 12-1pm in the Sister Ferdinand Auditorium.

The Fall 2017 meetings are scheduled as follows:

**Mondays February 6, March 6, April 3, and May 1, 2017.**

*Typically, CORE students do not actively participate in discussion during the formal IEC meeting. We will utilize time during student seminars to follow up on any topics from the IEC meetings.*

4. Assessment: 40% of total grade.
  - a. Journals and Readings. 30%
  - b. Seminar Participation. 10%
  - c. The Clinical Supervisor will assign the grade for this component when the student completes the journals.

**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 into the Capstone Essay. The project will be approved or assigned by the Clinical Supervisor to reflect the focus of the Rotation. However, particular areas of interest or needs identified by the students while rounding are encouraged. The Capstone Essay and the Project together should be a 12-15 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 will give a presentation on their experiences at an agreed upon time. The presentation should be implemented into the final Capstone Essay. Students must submit for approval a 1-page proposal for the project. Examples of projects include: year-end-reviews, ethics bulletins, specific educational research for a department, etc. **Capstone Essays are due via email by May 6, 2017 at 6 PM.**

1. Time Distribution: ( 35 hours,10% grade), due last week of the Rotation.
2. Implementation Mechanism.

Submit a 12-15 page (double-spaced) reflective essay for review which includes the student project.

3. 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 by submitting an evaluation. Copies of the “*Student Evaluation Form*” to be distributed at the end of Rotation.
2. The Clinical Supervisor will in turn evaluate the student, assign a grade, and a brief written report to the student, using the “*Faculty Evaluation Form*.”

### **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. If students wish to have copies of the following please inform your Clinical Ethics Fellow and they will be provided for you.

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.

Attachment G. An Affiliation Agreement for the Rotation should be agreed upon by the site Institution and the HCE Faculty Supervisor adopting the CHCE standard form (being prepared, for upper level clinical rotations only).

### **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>

A	(4.0)	Distinguished scholarly work
A-	(3.7)	
B+	(3.3)	



B	(3.0)	Normal progress toward degree
B-	(2.7)	
C+	(2.3)	
C	(2.0)	Warning. Student subject to departmental action
F	(0.0)	Failure. Course must be repeated. Student subject to departmental action

**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.

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Rounds, Ethics Services (25% of grade).  
Based on level of attendance and critical  
engagement related to Rounds and  
Ethics Committee meetings.

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Journals, Readings, Seminars (A and B 40% of grade).

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a. Journals, Readings (30% of grade).  
Based on quality of journals and  
their engagement with the readings.

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b. Seminars (10% of grade).  
Based on participation in the seminars.

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Capstone Essay (10% of grade).  
Based on the quality of the critical, comprehensive reflection  
and project.

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TOTAL GRADE ASSIGNED:

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**F. 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, Spring 2017**

- Week 1:** Semester begins: January 12, 2017  
**Clinical orientation meeting Thursday January 12, 2017 at 11am in the Kelly Library**  
Overview of readings  
Coordinate with site supervisors in preparation for rounding.
- Week 2:** Week of January 16, 2017  
Overview of readings  
Coordinate with site supervisors in preparation for rounding.  
**Monday January 16, 2017 – University closed in observance of Martin Luther King Day**
- Week 3:** Week of January 23, 2017  
**Clinical exam Thursday January 26, 2017 at 9am in the Kelly Library**
- Week 4:** Week of January 30, 2017 Rounds, Journals, Readings  
Mercy Hospital orientation Monday January 30, 2017 at 8:15am
- Week 5:** Week of February 6, 2017 Rounds; Journals, Readings.  
**Monday February 6, 2017, Mercy Ethics consultation subcommittee and Institutional Ethics Committee meetings 11AM-1PM**
- Week 6:** Week of February 13, 2017 Rounds; Journals, Readings.
- Week 7:** Week of February 20, 2017 Rounds; Journals, Readings.
- Week 8:** Week of February 27, 2017 Rounds; Journals, Readings  
**Midterm Week**
- Week 9:** Week March 6, 2017  
**Monday March 6, 2017, Mercy Ethics consultation subcommittee and Institutional Ethics committee meetings 11AM-1PM**  
**Spring Break Week**
- Week 10:** Week of March 13, 2017 Rounds; Journals, Readings
- Week 11:** Week of March 20, 2017 Rounds; Journals; Readings
- Week 12:** Week of March 27, 2017 Rounds; Journals; Readings

**Week 13:** Week of April 3, 2017 Rounds; Journals; Readings  
**Monday April 3, 2017, Mercy Ethics consultation subcommittee and Institutional Ethics committee meetings 11AM-1PM**

**Week 14:** Week of April 10, 2017 Rounds; Journals; Readings

**Week 15:** Week of April 17, 2017 Rounds; Journals; Readings

**Week 16:** Week of April 24, 2017 Rounds; Journals; Readings

**Week 17:** Week of May 1, 2017  
**Monday May 1, 2017, Mercy Ethics consultation subcommittee and Institutional Ethics committee meetings 11AM-1PM**  
**Clinical Hours must be complete by Friday May 5, 2017**

**\*Capstone Essay Due Saturday May 6, 2017 by 6:00pm via email\***