SYLLABUS, HCE 681, CLINICAL HEALTHCARE ETHICS
8/20/19.

Semester: 2019 Fall
Instructor: Gerard Magill
Contact Information: magillg@duq.edu; cell, 412-298-8724

Course Description.
The 681 & 682 courses are open only to doctoral students and are ordinarily taken after completion of all required academic courses. Under on-site supervision, the student serves as institutional ethicist in the assigned facility. Duties include education of facility personnel through formal lectures, in-service workshops, teaching rounds, provision of written and audio-visual materials, ethics research for facility personnel, etc.; development of policy on various ethical issues; and prospective and retrospective case consultation.

The 681 course is the 3rd component of the Clinical and Organizational Rotations in Ethics (CORE). 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. 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 Schedule. Worked out with each student individually.
This clinical course requires 80 hours of clinical rounding time and attendance at Ethics Committee meetings, as well as 6 hours for seminar attendance.

HCE681, Clinical Healthcare Ethics
Course Component Outline

Learning Objectives: Understanding, Experience, and Reflection.

Course requirements:

A. Clinical Rounding: (80 hours, 25% of grade) Through clinical observation, students will become acquainted with the clinical environment, the work of a traditional Ethics Committee, and the ethical issues that arise by participating in supervised rounds. Students will record their attendance on a sign-in sheet located in the HCE office at UPMC Mercy. Students must complete a minimum of 4 clinical hours per week.
   a. Seminars: (6 hours) Students will attend mandatory monthly seminars during which students will discuss clinical observations. Each seminar will also include discussion of a relevant case, article, or guest speaker.
   b. Ethics Committee Meetings: The student is required to attend ethics committee meetings. These meetings are included in the clinical hours to be completed during the semester. The student is encouraged to participate in these meetings under the guidance of the on-site supervisor.

B. Writing Assignments: (50% of grade) Written assignments are due via email to the clinical supervisor by Saturday evenings at 6pm.
   a. Journals: (25% of grade). Students will submit a weekly journal (approx. 2-3 pages). The journal entries will summarize the student’s observations for the week and offer critical reflection on the observations, connecting with a critical reflection on the weekly reading assignment.
   b. Reading Assignments: No weekly summary is required for submission. However, weekly journals should incorporate the readings to show that the student has critically engaged the readings and can apply the texts to clinical observations. Students are responsible for reading these texts (copies are available in my office):
      - American Society for Bioethics and Humanities, Core Competencies for Healthcare Ethics Consultation, 2nd ed. (ASBH, 2011).
   c. Capstone Essay: (25% of grade) This capstone essay is a 20-page paper divided into critical reflection and 1-2 projects. The first part of the essay should critically
reflect on experiences, reading, discussions and seminars to comprehensively summarize the experiential learning of the Rotation. The second part of the essay will focus on projects that the student has prepared for the rotation facility. These projects may vary from in-service workshops, teaching rounds, educational presentations at ethics committee meetings, etc. Projects will be discussed throughout the semester with the on-site supervisor. The project section of the capstone essay will be a written submission of the presentations made by the student.

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.”

Course Related 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.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
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<td>Distinguished scholarly work</td>
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<tr>
<td>A-</td>
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<td></td>
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<td>B+</td>
<td>3.3</td>
<td>Normal progress toward degree</td>
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<tr>
<td>B</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Warning. Student subject to departmental action</td>
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<tr>
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<td>Failure. Course must be repeated. Student subject to departmental action</td>
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<tr>
<td>F</td>
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<td>Failure. Course must be repeated. Student subject to departmental action</td>
</tr>
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Grades assigned after each Rotation Component.
Rounds, Ethics Services (50% of grade). (including Seminars)
Based on level of attendance and critical engagement related to Rounds and Ethics Committee meetings.

Journals, Readings (25% of grade).
Based on quality of journals and their engagement with the readings.

Capstone Essay (25% of grade).
Based on the quality of the critical, comprehensive reflection.

TOTAL GRADE ASSIGNED: