SYLLABUS, HCE 646/746, CLINICAL HEALTHCARE ETHICS
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Semester: tba
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Alignment of the ASBH HCE-C Program with Clinical Ethics Rotations
In 2018, the American Society for Bioethics and Humanities (ASBH) initiated the Healthcare Ethics Consultation Certification (HCE-C). Duquesne University’s Center for Healthcare Ethics (HCE) has revised the four Syllabi for its Clinical Ethics Rotations in alignment with this ASBH HCE-C Program. This alignment seeks to include the readings and requirements of the ASBH HCE-C Program in the HCE Ethics Rotation Syllabi. However, the alignment does not claim to train or prepare HCE students for the ASBH HCE-C Exam and Certificate. A separate document has been prepared to guide the four HCE Rotations: Alignment of the ASBH HCE-C Program with HCE’s Clinical Ethics Rotations (June 2020) – referred to as the Alignment Document.

Distance Learning Course Option. Each rotation may be pursued via a distance learning option, with the Syllabus developed by the course instructor, focusing on the ASBH HCE-C Program materials.

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 Units. 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. The 646/746 course is the first component of the Clinical and Organizational Rotations in Ethics (CORE). The acronym helps to focus on the crucial core significance of the Rotations in the HCE Programs. The clinical component is so interwoven with the organizational component in health care that the Rotations focus upon the dynamic relationship between clinical, organizational, and professional ethics. The CORE approach 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.

Note: CORE refers to the CORE PROGRAM (a separate document), presenting the rationale of the HCE Clinical Ethics Rotations.

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 typically 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.**
In the first two weeks of the semester, student prepare for the exam by studying the assigned readings. After passing the exam, students start rounding at Mercy Hospital. This clinical rotation (3 credits) requires approximately 150 hours of work by the student, including 70 hours of clinical rounding time and attendance at Ethics Committee meetings, seminar preparation and participation, writing (journals) & reading requirements and the course capstone essay.

**Learning Objectives.** Understanding, Experience, and Reflection (see the CORE PROGRAM).

**Course Requirements.**

A. **Alignment of Rotation with ASBH HCE-C Program.** The Alignment Document indicates how each Clinical Ethics Rotation is aligned with the ASBH HCE-C Program. The Rotation’s Course Instructor will explain to students the distribution of these alignment materials. This alignment includes the following items.

- Alignment of ASBH texts with the HCE Clinical Ethics Rotations. See, Alignment Document, p.3.
- Alignment of the HCE-C Domains & Knowledge with the HCE Clinical Ethics Rotations. See, Alignment Document, p.3.
- Distribution of HCE-C Readings in the HCE Clinical Ethics Rotations. See, Alignment Document, p.4-5.

B. **Exam:** (35 hours over weeks 1 and 2, 25% of grade). Student are required to pass the open-book exam before they can start rounds in the hospital. The readings for this exam have been listed on p. 4 of the Alignment Document. The exam will last for two hours. 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.

C. **Rounds, ethics services (Ethics Committee Meetings):** (70 hours, 25% of grade). 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. The student is required to attend Ethics Committee meetings at Mercy Hospital. These meetings are included in the clinical hours to be completed during the semester. There should be cumulatively 70 hours of Rounds. 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. Students will need to undergo orientation for
introduction and compliance issues (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.

D. **Seminars** (10% of grade, 90 minutes five times). A seminar roster will be provided by the Course Instructor. The seminars will focus on pertinent issues in clinical ethics consultation (surrogate decision making, advance directives, dealing with a diverse patient population, etc.) Seminar also include discussion of relevant cases, etc.

E. **Reading & Writing (Journals)** (30% of grade). Written assignments (journals) are due via email on a weekly basis.

1. **Weekly Journals.** Students submit their journals weekly by 6pm Saturday. 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 half-hour blocks as appropriate (ex. 1:25 of time should be rounded to 1:30).

2. **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. These weekly readings are listed in the Alignment Document on p. 4 under required course readings. The instructor will provide a schedule identifying the readings for each week.

F. **Capstone Essay** (10% of grade). In the capstone essay, students critically reflect on experiences, readings, discussions, and seminars to comprehensively summarize the experiential learning of the Rotation. The essay should be divided into two main parts – critical reflection and case review. The critical reflection portion will be similar to the weekly journals but should focus on a more general review of broad concepts that were observed over the course of the semester. For the case review, the student should highlight one case from their observation and then write up a hypothetical case analysis/consult note. A sample of such an analysis will be provided to the students. This constitutes the Rotation’s Project for the student. The objective for the capstone essay is to show the student’s ability to observe ethics principles in the clinic and to apply those
principles to a specific situation. The total length of the capstone essay is 10 pages double spaced.

G. **Student Assessment & Course Evaluation.** The student evaluates the Rotation by submitting an evaluation to the Course Instructor. The onsite Clinical Supervisor will in turn evaluate the student and submit a brief report to the Course Instructor.

**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.
- **HCE Handbook.** The Center for Healthcare ethics has developed a Handbook of Policies, Procedures, and Guidelines to guide students in all curriculum related matters.

**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)

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

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

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

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

TOTAL GRADE ASSIGNED: