SYLLABUS, HCE 682/782, CLINICAL HEALTHCARE ETHICS  
Revised, 6-15-20.

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.  
The 682 rotation is open only to doctoral students. Under on-site supervision, the student serves as institutional ethicist in the assigned facility. Duties include education of facility personnel, including: formal lectures; in-service workshops; teaching rounds; provision of written, electronic, and online materials; ethics research for facility personnel; development of policy on various ethical issues; and prospective and retrospective case consultation. The 682 course is the 4th 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 inter-woven 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 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.

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 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.**
The course schedule worked out with each student individually at the beginning of each semester. This clinical rotation (3 credits) requires approximately 150 hours of work by the student, including 80 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).

**No Exam Required.** There is no “entrance” or “final” exam in this course.

**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. **Ethics Consultation Services:** (80 hours, 40% of grade). The students engages in Ethics Consultations, if feasible (such as shadowing or participating in team consults) or other Ethics Services. The student is required to attend Ethics Committee meetings, if available, in the host organization. These meetings are included in the clinical hours to be completed during the semester. The student should participate in these meetings under the guidance of the on-site supervisor.

C. **Seminars** (20% of grade). A seminar roster will be provided by the Course Instructor. The seminars will include relevant materials in the Alignment Document (to align the Rotation with the ASBH HCE-C Program). Seminar also include discussion of relevant cases, etc.

D. **Reading & Writing (Journals)** (20% of grade). Written assignments (journals) are due via email on a regular basis (as assigned by the Course Instructor).

   a. **Journals.** Students will submit a journal regularly (approx. 2-3 pages). The journal entries will summarize the student’s observations for the assigned time-period and offer critical reflection on the observations, connecting with a critical reflection on the weekly reading assignment.
Reading Assignments. However, 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. An asterisk (*) denotes all the reading reference for the ASBH HCE-C Program.

Required Readings.


Recommended Readings.


E. **Capstone Essay** (20% of grade). This capstone essay presents critical reflection on experiences and projects, discussed throughout the semester with the on-site supervisor or at seminars. A topic focus may be developed for the capstone essay.

F. **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

<table>
<thead>
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<td>F</td>
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<td>Failure. Course must be repeated. Student subject to departmental action</td>
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Grades assigned for each Rotation Component.

• Ethics Services (40% of grade). Based on critical engagement.
• Seminars (20% of grade). These include relevant materials in the Alignment Document.
• Reading & Writing (Journals) Assignments (20% of grade).
• Capstone Essay (20% of grade). The essay follow the format of HCE course essays.

**TOTAL GRADE ASSIGNED.** _____