SYLLABUS, HCE 681/781, CLINICAL HEALTHCARE ETHICS
Revised, 8/18/21.

Semester: 2021 Fall
Instructor: Gerard Magill, PhD, Vernon F. Gallagher Chair
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Office Hours: Office hours by appointment.
Zoom Seminars: See schedule, alternate Thursdays 12:00-1:30pm.

COVID VARIANTS: COURSE DELIVERED VIA ZOOM SESSIONS. Because Covid 19 and the delta variant continue to cause infections (even for those vaccinated), Provost Dausey has permitted Deans to give accommodations for faculty prone to Covid/Delta variant infection. Dean Blair has endorsed an accommodation for this graduate rotation seminar. Hence, all classes will meet via zoom: there will be no seminars in the Kelly Library until further notice. The zoom link is provided on the course Blackboard site and will remain the same throughout the semester.

681/781 Rotation.
The 681-781 Rotation for 2021 Fall will be undertaken onsite if possible, with seminars online via zoom meetings. There will be 4 seminars when students give PowerPoint Presentations. In addition, there will be an introduction meeting and a course review meeting. Please see the schedule distributed separately from this syllabus.

The zoom link for all seminars is: https://duq.zoom.us/j/97573076914

There are clinical partners who can work with students onsite and virtually. Dr. Magill will work individually with students as opportunities arise. For students with virtual internships in health systems, there will be no reporting of hours but there will be journaling of virtual experiences.

The grade for rotations will be determined as 20% based on the Seminars and 80% based on the Capstone essay. The Capstone can be a critical reflection on rotation experiences or an essay on a rotation-related topic. The grade items listed in sections below (for previous onsite rotations) are changed to address this revised 80/20% grade ratio. Hence, journal submissions and ethics services will not contribute to the course grade directly, but they can enlighten or contribute to the capstone essay.

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, focusing on the ASBH HCE-C Program materials.
WHAT FOLLOWS BELOW IS THE PRIOR ONSITE SYLLABUS

Course Description.
This 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 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.

This rotation 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 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.

Rationale.
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.

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.
The course schedule is 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 (for onsite rotations) 80 hours of clinical rounding time, 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.

- 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 Services. The student 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. 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). Written assignments (journals) are due via email on a regular basis (as assigned by the Course Instructor).

   1. Journals. When appropriate, working with the course instructor, 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.

   2. 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.

E. Capstone Essay. This capstone essay (25 pages plus notes and bibliography) presents a 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:
Grades assigned for each Rotation.
Previously, the grade distribution was as follows below. The subsequent note indicates the current grade distribution (from 2021 Spring onwards).

- 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.

Note: The grade for rotations from 2021 spring onwards will be determined as 20% based on the Seminars and 80% based on the Capstone essay. Hence, journal submissions and ethics services will not contribute to the course grade directly, but they can enlighten or contribute to the capstone essay.