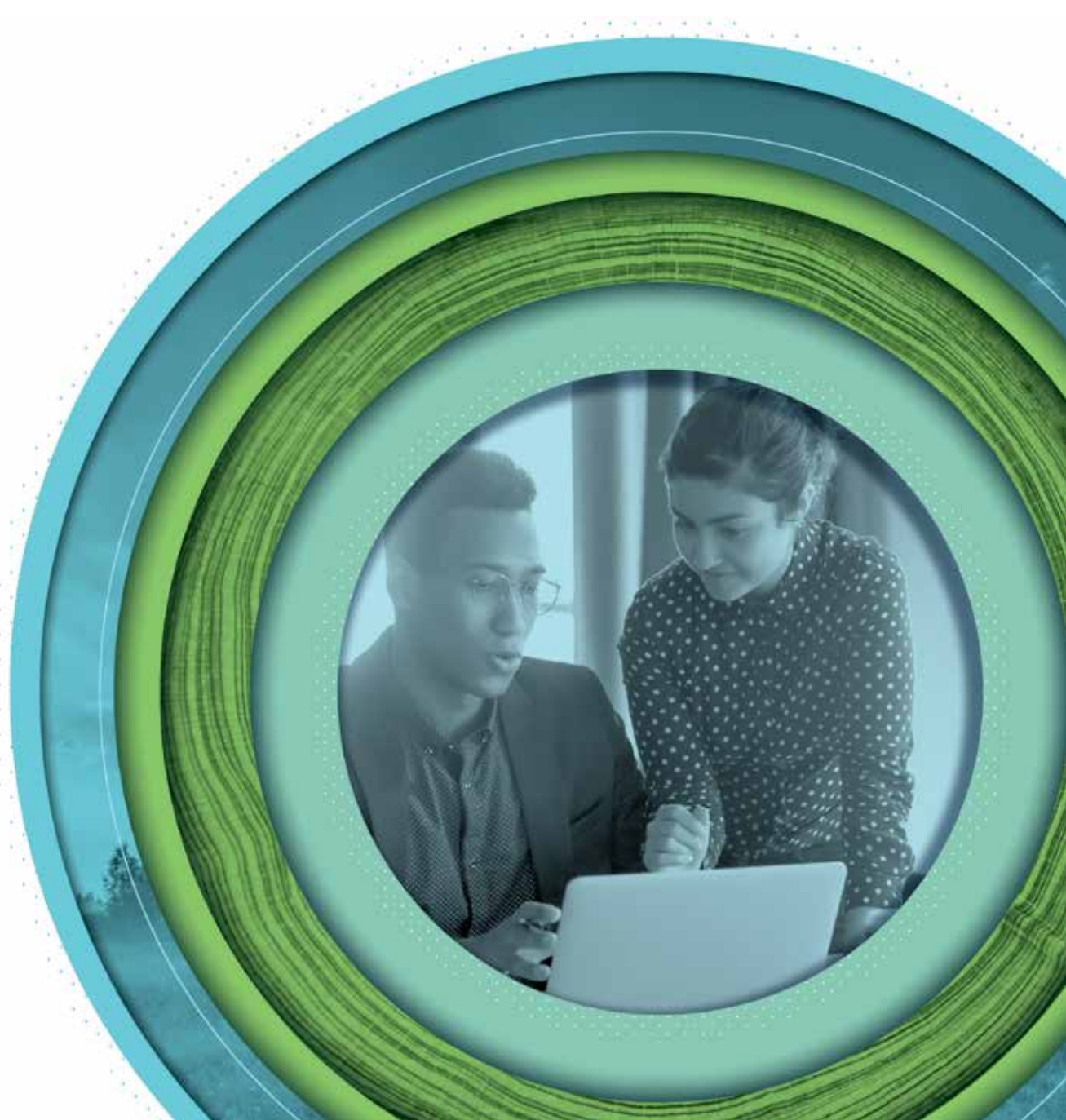


FAITHFULLY FORWARD

SUCCESSION PLANNING FOR
CATHOLIC HEALTH CARE

Fellowships and Internships in Mission and Ethics:

A SUMMARY OF CURRENT PRACTICES IN CATHOLIC HEALTH MINISTRY



CHA advances the Catholic health ministry of the United States in caring for people and communities. Comprised of more than 600 hospitals and 1,600 continuing care facilities in all 50 states, the Catholic health ministry is the largest group of nonprofit health care providers in the nation. Every day, more than one in seven patients in the U.S. is cared for in a Catholic hospital.

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Table of Contents

Introduction	5
Summary of Findings	6
SAMPLE RESOURCES	
Job Descriptions	
Ethics Fellow I	10
Ethics Fellow II	12
Eight-Week Ethics Intern	14
Mission and Ethics Fellow	15
Mission and Ethics Intern	16
Mission Fellow	17
Curriculum Plans	
Eight-Week Ethics Intern Project List	20
Year-Long Intern Project List	21
Ethics Fellow Curriculum	22
Evaluation	
Candidate Evaluation Form: An Interviewing Tool	24
Fellowship Performance Feedback Tool I	29
Fellowship Performance Feedback Tool II	39
Mission and Ethics Intern Learning Development Plan	43
Insights	46



Introduction

Finding qualified candidates to fill mission, ethics and pastoral care positions is an ever-increasing challenge for Catholic health care. To support and encourage the creation of internships, fellowships and entry-level positions in these critical areas, CHA researched current ministry practices, interviewed persons who supervise interns and fellows in these areas and polled former interns and fellows. CHA then compiled current trends, practices and samples of creative ideas for what might work in various settings in this booklet.

This work comes under the auspices of CHA's *Faithfully Forward* strategic initiative to assist members in talent development and succession planning in mission, pastoral care and ethics roles. Positions in these three fields require distinctive training and competencies, and have been identified as critical to continuing the identity, vision and culture that is unique to Catholic health care. Yet, CHA members have voiced how challenging it is to find and retain qualified candidates.

This compendium of resources was developed to answer questions coming from CHA's members:

- ✦ Where do you start when trying to develop an internship or fellowship?
- ✦ What does it mean to have an intern versus a fellow?
- ✦ Who should be eligible?
- ✦ What sort of work would this individual do?
- ✦ What does a recruitment process for internships or fellowships look like?
- ✦ How are internships and fellowships funded?

This document summarizes answers to the questions members posed, providing commonalities of what current practices seem to be as well as highlighting outlier ideas that offer a more creative approach to particular problems. The resources that follow the summary include curriculum plans that can be stretched or condensed to accommodate the duration of the program, as well as job descriptions and tools for evaluating the individual's personal development. Finally, there are insights from former interns for how to make the most of the experience.

Summary of Findings

INTERNSHIP VS. FELLOWSHIP: What's the difference?

Length of time and differences in cost/pay appear to be the biggest difference between the two titles. Generally, internships range in length from three months (a summer or semester) to one year. Interns are paid hourly and offered no additional benefits. Occasionally, individuals not offered a paid position are offered unpaid positions, however, this is not the norm. Interns typically work 16 – 20 hours a week but can work up to 40 hours a week — i.e. for a summer internship experience. Fellowships, on the other hand, range in length from one year to three years and are generally treated as regular, exempt employees. Fellows are expected to work 32 – 40 hours a week and receive a comprehensive salary and benefits package (including 403b and PTO).

While work and payment expectations were major differences in the two roles, there were a few other notable differences. Especially in direct-care settings, the title of “fellow” carries the perception of a higher level of expertise than the title of “intern,” which, for better or for worse, impacts the individual’s reception by other clinical staff. This difference in perception was significant in some cases. Additionally, internships appear to have a general goal of exposure to the field whereas fellowships appear to have a definitive goal of serving as a leadership development program for the ministry.

ELIGIBILITY: Who can apply?

Nearly all internship and fellowship programs determined eligibility by a few core minimum specifications. Those specifications typically included a desire to contribute to Catholic health care as a ministry, a willingness and an ability to quickly bring themselves up to speed in areas where they have less experience and relevant experience.

Beyond these core minimums, most programs sought individuals in the process of completing a relevant graduate degree. Fellowship programs mainly sought individuals completing doctoral degrees who had successfully completed their coursework and comprehensive exams. Internship programs mainly sought individuals completing other graduate or undergraduate level degrees and were paid according to experience/level. Both internship and fellowship programs were open to exceptions to these norms. For example, individuals who have other relevant career experience and are discerning a transition to health care, or individuals working in another field within health care who were interested in transitioning to mission or ethics.

FUNDING, SALARY AND BENEFITS: How are interns and fellows compensated for their work?

Funding of internships and fellowships varies according to system organization. Generally, department budgets are responsible for all pay and benefits. In some cases, departments pay salary and benefits while the system office pays for any additional travel, conferences or other expenses. In other cases, the finance department works with the department desiring the position to adjust budgets. In still other cases, systems or facilities will collaborate with universities such that the position becomes a graduate assistantship paid out by the school. Finally, one creative solution considered AmeriCorps grant funding, however, this solution has not yet been extensively researched.

On average, a short-term internship is budgeted between \$5,000 – \$10,000. Interns are paid an hourly wage in the range of \$12 – \$16 an hour. Fellows, on the other hand, are offered a comprehensive salary package ranging from \$32,000 to \$60,000 a year that includes health benefits, PTO and retirement contributions. Some programs also budget relocation, travel expenses, etc.

MARKETING AND HUMAN RESOURCES: Who facilitates the recruitment process?

The involvement of human resources (HR) in internships and fellowships varies depending on program size. Intern and fellow roles that are part of system-wide leadership development programs generally mean that HR has a larger role in the marketing, recruitment, orientation and overall professional development. More commonly, intern and fellow roles are developed ad hoc (i.e. not part of system wide intern/fellow cohort programs), and HR therefore plays less of a role in the overall process. For some this meant a more difficult experience with marketing. Regardless, in addition to typical HR marketing and talent recruitment efforts (job board postings such as Indeed, Monster, etc.), most supervisors engaged in their own marketing effort through postings on various other websites (ASBH, CHA, Bioethics.net, etc.) and through relationship-building with colleagues in the field at colleges and universities. Some systems, though rare, market and facilitate the application process through participation in the National Council on Administrative Fellowships (NCAF). NCAF facilitates an application process like the “Common Application” process for colleges wherein applicants can complete one application that is sent to a variety of different fellowship opportunities in health care.

All interns and fellows complete general HR orientation programs. Additionally, many programs include orientation meetings with key figures in the department wherein the role is housed, other departments and with regional and system level leaders. In many cases, mission fellows go on to lead the pieces of orientation focused on the charism and mission of the organization for new, non-mission team members.

WORK PLANS, LEARNING OUTCOMES AND GOALS: What does an intern or fellow actually do?

While the specific projects that interns and fellows complete vary greatly, all projects are pertinent to the overall strategic vision of the department. They also allow for the individual to showcase his or her specific gifts and talents. To varying degrees, all programs include or suggest the incorporation of:

- ✦ Mentoring by a supervisor and/or preceptor who is attentive to the common good of the ministry.
- ✦ Shadowing and observation.
- ✦ Networking with clinical and non-clinical staff at all levels.
- ✦ Collaborating with other departments on specific projects.
- ✦ Sharing time at the system and at facility levels.
- ✦ Experiencing a diversity of types of facilities, if possible.
- ✦ Training for professional leadership.
- ✦ Preparing and/or reviewing working documents for various policies and procedures pertinent to the department.
- ✦ Co-facilitating various orientation, educational and formational workshops for outside departments pertinent to mission/ethics.
- ✦ Engaging in opportunities to craft and pursue personal professional development goals.
- ✦ Communicating with transparency about future job prospects.

Ethics-specific fellowships also included, or recommended for inclusion:

- ✦ Participating on ethics committees and IRBs.
- ✦ Conducting specific work related to the ERDs.
- ✦ Serving on-call for ethics consults.

Most fellows work collaboratively with supervisors and the mission or ethics department to craft learning contracts and goals within the first three to six months of their experience. These are then referenced in future evaluation conversations. Interns and those individuals with shorter overall experiences still engage in ongoing conversation with their supervisors.

Note: Sample work curricula and timeline resources are included in this document under Curriculum Plans.

EVALUATION, SUPERVISION, & REPORTING RELATIONSHIPS: How is an intern or fellow's work evaluated?

Most fellows engaged in the standard evaluation process of regular, full-time exempt employees, the frequency of which varies by system. In addition, fellows rely on regular communication with their supervisor or preceptor regarding both their work and their progress toward their goals. While the evaluation process of interns seems less standardized, at minimum, interns maintain regular communication with their supervisor or preceptor regarding their work and progress. This typically means weekly or bi-weekly meetings or calls.

While the reporting relationship varies across systems and according to program size, the importance of the supervisor or preceptor also serving as a professional mentor is not to be underestimated. Former interns/fellows and supervisors alike agreed that the role of the supervisor as a mentor is essential to the overall trajectory of success of both the individual and the program. Logistically, most interns and fellows report to the director of mission or ethics of the system or facility wherein their position is principally housed. In rare cases, due to their work being split between the system office and local facilities, interns/fellows reported to supervisors in both locations. This shared time model might serve those with limited budgets by providing the opportunity to share the cost of the intern or fellow. It is more common and less complicated for the individual, however, to have a direct reporting relationship in one main location and include allowance for exploration and observation in additional locales.

SUMMARY CONCLUSION: What are the outcomes and what does this activity afford the ministry?

Of the approximately 20 interviews with former and current interns/fellows and current supervisors, all but one former fellow is currently working within the Catholic health ministry. Internship programs seem to feed less directly into the ministry, however, final outcomes remain to be seen — many former interns are pursuing additional graduate degrees in a range of fields. Though it is not always possible, most fellowship programs hire their fellows with the intention of being able to offer a full-time position at the close of their fellowship. Of course, as more than one former fellow mentioned, this does not mean they receive a competitive offer. One program uses the mid-way evaluation as an opportunity to determine whether a fellow will be offered a permanent position at the close of their fellowship commitment. This transparency allows for the individual to pursue other opportunities if need be.

Generally, consensus among current supervisors is that providing internships and fellowships makes a significant contribution to overall talent recruitment efforts. Indeed, the return on investment is substantial not only for the additional projects that can be accomplished with their help, but, more importantly, for the talent pipeline the roles create. One analogy compared mission/ethics fellowships to the residencies students in health care administration programs complete, arguing that programs such as these should be valued similarly for their contribution to the industry. Fellowships, especially with their extended time span, offer systems the chance to offer training not only for specific roles they anticipate might become available, but also, training in the culture and charism of the organization. To make the value of the role known, it is imperative that interns and fellows can demonstrate the way their unique skillset makes for creative problem-solving and solution finding. This is achieved both through networking/relationship-building as well as collaboration across departments.



SAMPLE RESOURCES

Job Descriptions



Ethics Fellow I

POSITION SUMMARY:

The ethics fellow is responsible for supporting and assisting the work of the department in providing ethics and theological analyses, reviews and advice for leaders, clinical staff, associates and ethics committee members throughout the system in order to assist in aligning operations and policies with mission and values. The ethics fellow also assists in fostering the formation and development

of ethics competencies throughout the system; providing and promoting sound ethics research, analysis, and policy and program development in both the clinical and organizational realms; and assisting in working through the social, pastoral, ethical, clinical and organizational implications of the *Ethical and Religious Directives for Catholic Health Care Services*.

ESSENTIAL FUNCTIONS:

- ✦ Participates in and supports organizational and clinical ethics consultation, education, research, analysis, policy review and development; assists in the provision of leadership formation opportunities.
- ✦ Supports various senior leaders in fulfilling their major accountabilities, especially consultations and analyzing strategies for partnerships, mergers, acquisitions and affiliations.
- ✦ Serves on work teams and ad hoc committees providing ethical and theological research, education, analysis and support for the team / committee; nurturing ethical decision-making processes and discernment; and encouraging ethical behaviors consistent with Catholic moral/social teaching and the *Ethical and Religious Directives for Catholic Health Care Services*, with professional ethical standards, and with the mission and vision of the organization.
- ✦ Alongside senior leadership,
 - Serves as a resource to facility staff by providing ethical and theological research, education, analysis and consultation in working through complex organizational and clinical ethics questions.
 - Develops educational resources and forums that will assist mission and ethics leaders in the fulfillment of their responsibilities, particularly with regard to the *Ethical and Religious Directives for Catholic Health Care Services*.

OTHER ACCOUNTABILITIES:

- ✦ Promotes, exemplifies and supports system core values.
- ✦ Maintains and develops professional research and writing skills through publications in books, newsletters and professional journals.

EDUCATION AND EXPERIENCE:

- ✦ Successful completion of course work and comprehensive exams in a doctoral program in either health care ethics, theology, philosophy or related degree, all preferably with a specialization in Catholic health care ethics.
- ✦ Candidates currently completing their doctoral dissertation highly preferred.
- ✦ Two years' experience as an ethics intern or in an ethics assistantship in either the clinical or organizational setting of health care delivery desired.

KNOWLEDGE, SKILLS, AND ABILITIES:

- ✦ Works effectively both independently and collaboratively in a complex organizational structure.
- ✦ Authors articles published in reputable books, professional journals and / or newsletters, reflecting a recognized competency in Catholic health care ethics and theology AND/OR be able to demonstrate writing skills with the potential for publication.
- ✦ Applies extensive knowledge of the *Ethical and Religious Directives* to complex clinical cases and organizational questions.

Ethics Fellow II

POSITION SUMMARY:

The health care ethics fellowship is a clinical ethics immersion experience intended for doctoral students who are entering or in the dissertation phase of their studies and who are interested in pursuing a career in health care ethics. This fellowship is intended to provide time for the health care ethics fellow to work on his/her dissertation, while at the same time gaining practical experience in an applied ethics setting. This is a structured learning experience that will provide broad-based educational and work experience in health care ethics. The health care ethics fellow will work in a faith-based, regional and integrated health-delivery network and will work directly with patients, families, clinicians and other staff. A special emphasis is placed on gaining experience in clinical ethics consultation, clinical ethics education, clinical ethics committee work and incorporating quality improvement principles and techniques into the development of a system-wide clinical ethics process. Through this work, the health care ethics fellow will promote the mission, vision and core values of the organization. Opportunities for professional development, networking and mentoring will be provided.

QUALIFICATIONS:

The ideal candidate is:

- ✦ Entering or in the dissertation phase of doctoral level degree.
- ✦ Pursuing doctoral research in theological ethics, health care ethics, or an applicable field at a Catholic university.
- ✦ Interested in pursuing a future career in health care ethics.

MAJOR RESPONSIBILITIES:

Clinical Ethics

- ✦ Serves on clinical ethics committees.
- ✦ Performs clinical ethics consultations for the system according to call schedule.
- ✦ Leads clinical ethics rounds in acute care facilities.
- ✦ Creates and participates in multidisciplinary clinical rounds and conferences.
- ✦ Understands and applies the *Ethical and Religious Directives for Catholic Health Care Services*, 6th ed.
- ✦ Collaborates with other ethics consultants in consultation with service and quality measurements.

Clinical Ethics Education

- ✦ Develops, coordinates and grows clinical ethics case conferences within acute care facilities.
- ✦ Facilitates department-level ethics education (e.g., nursing orientation).
- ✦ Participates in the development of the annual ethics lecture series.
- ✦ Assists in securing CMEs and CEUs for professional staff attending educational programs.
- ✦ Participates in community ethics education.

Research Ethics

- ✦ Serves as a member of the organization internal review board.
- ✦ Participates, as needed and as interested, in ethics projects related to clinical research.

Descriptive/Empirical Ethics

- ✦ Assists in the design, implementation, interpretation and dissemination of descriptive ethics surveys and other related projects to assess the ethical attitudes of the staff as well as the overall ethical environment of the health system.

Dissertation Completion

- ✦ Develops a plan of action to complete his or her dissertation in a 12- to 24-month period. Such a plan will emerge in collaboration with the fellow, his or her dissertation director, and, as needed, the fellowship supervisor.

Administrative Duties

- ✦ Uses the ethics consult database to monitor trends in clinical ethics consultation.
- ✦ Prepare reports, as needed, for information sharing and knowledge transfer.
- ✦ Organizes and runs ethics committee meetings and recruits new members.
- ✦ Attends policy committee meetings and maintains/assists with system and local policy design, education and implementation.
- ✦ Supports system ethicists in organizational ethics duties in governance, mission due diligence and community advocacy.
- ✦ Conducts literature searches on ethics-related matters.

Other Job Functions

- ✦ Participates in Mission Services activities and collaborates with other Mission Services personnel, as needed, to achieve goals of the department.
- ✦ Works collaboratively with clinical partners to achieve ethics education and maintain standards.
- ✦ Works collaboratively with the medical director of mission services in creating and implementing community health programs, as needed.

Working Conditions

- ✦ Works in a normal office environment where there is no physical discomfort due to dust, dirt, noise and the like.
- ✦ Works in a patient care area where there is little exposure to dust, dirt, noise and the like.
- ✦ Potentially comes into contact with human blood and other potentially infectious materials.
- ✦ Exercises universal precautions, uses personal protective equipment and devices and learns the policies concerning infection control.
- ✦ Travels outside the office in all weather conditions.

Office Equipment Used

- ✦ Computer, telephone, copier, printer.

Eight-Week Ethics Intern

POSITION SUMMARY:

An ethics internship is a meaningful educational experience for a student pursuing a bachelor's or master's degree to gain valuable experience in their field of study while accomplishing tasks and completing projects in an enriching environment. The intern will gain networking opportunities that include interactions with leaders and associates in the field of Catholic health care. They will be provided with a variety of projects to support learning objectives in the areas of clinical ethics and organizational ethics.

QUALIFICATIONS:

- ✦ Currently enrolled in a relevant higher education degree program, such as: theology, philosophy, medical humanities, pre-law, pre-med, health care administration or other health care related fields.
- ✦ PC and Microsoft Office skills.
- ✦ Excellent communication skills and ability to effectively work with others.
- ✦ Quick learner with attention to detail, high degree of confidentiality and robust organizational skills.
- ✦ Resourceful, innovative and persuasive, with an ability to problem solve and troubleshoot.

EXPERIENCE:

- ✦ At least two years of college coursework completed towards major.

MAJOR RESPONSIBILITIES:

- ✦ Work with the director of ethics to initiate, develop, expand, complete or deploy projects related to ethics, either at the system office or in local ministries.
- ✦ Identify and complete a major project during the internship to be presented to the executive team at the end of their time.
- ✦ Observe ethics consults as available
- ✦ Attend meetings with the director of ethics as permitted.
- ✦ Spend one week visiting a local ministry to see how clinical ethics is integrated into the clinical setting; shadow local ethics leaders in the ministry.
- ✦ Meet with various department leaders to gain a better understanding of their work and the work of their department as well as how ethics relates to, and could be integrated into, that work.
- ✦ Continue education and readings related to ethics and the ERDs; review weekly with the director of ethics.

Mission and Ethics Fellow

POSITION SUMMARY:

A mission and ethics fellow serves as a resource to assist management and caregivers with the process of making defensible ethical decisions regarding the provision of medical care and ensuring that the mission, vision, values and heritage are integrated into all aspects of the organization.

RESPONSIBILITIES:

- ✦ Develops conceptual tools, decision-making strategies, educational programs and resources for use by management and clinical staff.
- ✦ Ensures that organization's policies conform with applicable ethical standards and develops revisions as necessary.
- ✦ Provides consultative services to management, staff, patients and their families to facilitate case-specific decisions and address complaints that are mission related or ethical in nature.
- ✦ Researches and stays abreast of all pertinent literature and developments, including medical, religious, theological, political, scientific and legal, that informs advisory opinions.
- ✦ Participates in and supports organizational and clinical ethics consultation, education, research, analysis, policy review and development
- ✦ Supports the ethics leadership in fulfilling their major accountabilities, especially consultations and analyzing strategies for partnerships, mergers, acquisitions and affiliations.

- ✦ Serves on work teams and ad hoc committees at the system office and local health ministries, providing ethical and theological research, education, analysis and support for the team/committee; nurturing ethical decision-making processes and discernment; and encouraging ethical behaviors consistent with Catholic moral/social teaching and the *Ethical and Religious Directives for Catholic Health Care Services*.
- ✦ Collaborates with local health ministry mission leaders, medical and nursing staffs, and ethics committees by providing ethical and theological research, education, analysis and consultation in working through complex organizational and clinical ethics questions.
- ✦ Develops educational resources and forums that will assist mission and ethics leaders in the fulfillment of their responsibilities, particularly, regarding the *Ethical and Religious Directives for Catholic Health Care Services*.

QUALIFICATIONS:

- ✦ Minimum of one year of experience in related field.
- ✦ Master's degree in health care management, theology, behavioral science or other related field is required.

Mission and Ethics Intern

POSITION SUMMARY:

Under direction of the senior director for mission integration and leadership formation, this intern will additionally assist the senior director for theology and ethics and the senior director, ministry formation. He or she will learn and be exposed to:

- ✦ Mission leaders and ethicists in area facilities.
- ✦ Mission leaders from across the country who serve on various organizational committees and task forces.
- ✦ Resources used in mission integration and formation throughout Catholic health care.

QUALIFICATIONS:

- ✦ Minimum of bachelor's degree in: mission, ethics, public policy or health administration
- ✦ Strong proficiency in Microsoft Word and Excel.
- ✦ Excellent verbal, written and editing skills.
- ✦ Ability to participate within a multi-disciplinary team as well as act autonomously as appropriate.

RESPONSIBILITIES:

- ✦ Assist in the organization's mission identity assessment process and/or action plan resulting from the previous assessment.
- ✦ Assist in creating a comprehensive formation model for all levels of the organization.
- ✦ Assist in updating and revising formation programs like the Foundations of Leadership in Catholic Health Care program.
- ✦ Update mission, formation and pastoral care website pages.
- ✦ Create and update a catalogued prayer library on organization's website.
- ✦ Assist in creating surveys and tools for chaplains in Catholic health care.
- ✦ Assist senior directors of mission, formation and ethics on projects as they develop.
- ✦ Continue education and readings related to mission, formation, sponsorship and ethics.
- ✦ Assist in researching various topics pertinent to the work of the department.
- ✦ Research and stay abreast of all pertinent literature and developments, including medical, religious, theological, political, scientific and legal, that informs advisory opinions.



Mission Fellow

POSITION SUMMARY:

The mission fellowship program is a planned, individualized learning experience with the following objectives: (1) provide practical work experience in all dimensions of mission for academically prepared candidates, (2) cultivate potential future mission leaders, and (3) contribute to the Catholic health ministry by advancing mission leader effectiveness and experience.

The fellowship program would include, but not be limited to, exposure to all dimensions of mission leadership, including mission and values integration, ethics, community benefit, advocacy, spiritual care and wellness, ecological stewardship and global ministries. Assignments for the mission fellow are made at both the system and local levels, and include collaborations with executive and senior leaders, direct working relations with mission leaders, learning and personal development opportunities and meaningful project work.

MAJOR RESPONSIBILITIES:

Mission Leader Specific

- ✦ Works independently and collaboratively to achieve the goals of the mission team.
- ✦ Endeavors to make a meaningful contribution to the organization, and understands how his or her work supports the organization's mission, values and strategic direction.
- ✦ Participates actively in committees as assigned by preceptor(s).
- ✦ When appropriate, attends executive management team meetings, board meetings, staff meetings and other meetings as identified by preceptor(s).
- ✦ Travels throughout the organization, as needed, to lead or assist in essential job functions or other duties as assigned by preceptor(s).
- ✦ Evaluates and responds to personal strengths and opportunities in relation to career goals and professional development goals.
- ✦ Gains proficiency in applying knowledge and skills learned in graduate work while gaining new knowledge and skills that relate to field experience.

General

- ✦ Demonstrates management proficiency by completing selected assignments and projects that are identified by preceptor(s).
- ✦ Demonstrates proficiency, understanding and supports strategic objectives.
- ✦ Communicates with all levels of the system, sharing opportunities, resources, tools, ideas and proven processes and improvements.
- ✦ Maintains confidentiality.
- ✦ Participates in conferences, training and learning as identified by preceptor(s).
- ✦ Conducts a high level of research and analysis.
- ✦ Prepares presentations, develops agendas and documents meetings through minutes and reports.
- ✦ Makes presentations.
- ✦ Conducts all interactions in a professional manner.
- ✦ Completes other duties as assigned by preceptor(s).

EDUCATION AND EXPERIENCE

- ✦ A master's degree or doctorate degree, or equivalent, from an accredited institution of higher learning in theology, religious studies, mission studies, or related field is required. An advanced degree in another discipline with certification in one of these fields may be considered.
- ✦ Two years of demonstrated experience in health care mission, ethics, faith formation, social service or related discipline.

KNOWLEDGE, SKILLS, AND ABILITIES

- ✦ Working knowledge of Catholic theology, as outlined in CHA's *Competencies for Mission Leaders*.
- ✦ Committed to embracing and sharing the values of the system.
- ✦ Strong sense of service orientation and skilled at relationship building.
- ✦ Effective communicator who can work collaboratively with diverse internal and external constituencies.
- ✦ Solid public speaking and presentation skills.
- ✦ Ability to work independently, retain flexibility and maintain composure under pressure.
- ✦ Bring a proactive, inquisitive approach to the job.
- ✦ Proven background in maintaining schedules and meeting deadlines.
- ✦ Effective research, analytical, judgment, and problem-solving skills.
- ✦ Occasional evening, weekend work and travel are required.
- ✦ Computer skills: Microsoft Office suite (Word, PowerPoint, Excel).

PREFERRED

- ✦ Basic working knowledge of the *Ethical and Religious Directives for Catholic Health Care Services*.



SAMPLE RESOURCES

Curriculum Plans

Eight-Week Ethics Intern Project List

TIMELINE

Week 1

1. Identify a research project (pick a few that interest you).
 - a. Submit written project proposal to supervisor.
 - b. Project presentations will be at the end of week eight.
2. Set 30-minute meetings with all members of the mission and ethics department(s).

Week 2-3

3. Engage with the following resource list:
 - a. Complete necessary online HR and other sessions (i.e., Healthstream).
 - b. Read the ERDs.
 - c. Read *Practical Ethics for Students, Interns, and Residents*, by Junkerman, Derse and Schieder-mayer.
 - d. Watch previous ethics webinars.
 - e. If time allows, read in this order:
 - i. *Catholic Bioethics and Gift of Human Life* (ch.1, 2, 7, 8), by William May.
 - ii. *Catholic Health Care Ethics: A Manual for Practitioners* (ch. 2, 3b, 3d, 3h, 4, 6a, 7, 9, 10a, 10b, 12, 13, 14, 15, 16b, 16d, 25, 26, 29).
 - iii. *Clinical Ethics*, by Jonsen, Siegler and Winslade.
 - iv. *Principles of Biomedical Ethics* (ch. 1, 3 and 9), by Beauchamp and Childress.
 - v. *How We Die*, by Sherwin Nuland.
 - vi. *How Doctors Think*, by Jerome Groopman.
 - vii. *Ordinary and Extraordinary Means*, by Cronin.

- f. Additional readings identified by supervisor.

Week 3-4

4. Become familiar with health system's regions, departments, services, etc.
5. Arrange time to travel/shadow at other facilities (if applicable).
6. Identify a topic for a research project and group for which to develop and provide a presentation towards the end of the internship.

Week 5-7

7. Research and continue work on chosen research project.
8. Invite identified group to research project presentation.

Week 8

9. Prepare for research presentation.
10. Present research to group.

POSSIBLE PROJECTS

- ✦ Work toward a standardized comfort care withdrawal order set in the EMRs.
- ✦ Work to consolidate DNR order set in Meditech, EPIC, etc.
- ✦ Create standard process for analyzing ethics consult data.
- ✦ Work to transfer ethics chart notes.
- ✦ Consolidate cases into PowerPoint slides.
- ✦ Topic Specific Research Projects (i.e. ethics of mergers/partnerships, insurance plans, etc.).

ONGOING TASKS

- ✦ Find articles for monthly ethics news emails.
- ✦ Summarize articles for monthly ethics news emails.

Year-Long Intern Project List

The following items highlight projects that year-long interns contributed to during their service:

CLINICAL ETHICS INTENSIVE

(Build 2015; Execution '16 - Current)

Coordinated and designed educational intensive for exposing associates to clinical ethics consultation. Since the project's initial build, the ethics integration program regularly executes CEIs to train approximately 225 ethics committee members.

ETHICSTRACKER DATABASE

(Data transfer 2015 - 16; Execution 2015 - current)

Compiled ethics services data into database for analytics and quality improvement, transferring data from an outmoded module into the newer standard tool. EthicsTracker is now fully operational, utilized daily.

CATHOLIC IDENTITY MATRIX

(2016)

Coordinated and managed data for successful assessment for Catholic Identity.

ETHICS INTEGRATION INTRANET RESOURCE

(2015 - 18)

Developed and managed Ethics Integration SharePoint site, which helps coordinating and providing standardized resources for high functioning ethics integration program. New SharePoint software rolled out 2018; new site developed and now fully functional.

POLICY CONSOLIDATION AND ERD INTEGRATION

(2017 - Current)

Project to catalogue, standardize and consolidate all 16,600 policies within facility, integrating—as appropriate — relevant references to the *Ethical and Religious Directives for Catholic Health Care Services*.

CHURCH RELATIONS DASHBOARD

(2018)

Compiled resources, such as names, emails and deanery meeting schedules to help with outreach to local entities within the Catholic Church.

Ethics Fellow Curriculum

YEAR ONE

First year fellows focus on clinical conversations, rounds, consultation and staff education while working on their doctoral dissertation.

- ✦ Attend multi-disciplinary rounds at multiple units and in a variety of facilities.
- ✦ Participate in ethics 24 hour on-call consultation service.
- ✦ Attend pediatric palliative care and hospice rounds at least once per month.
- ✦ Work closely with advance care planning coordinator and receive training as First Steps facilitator.
- ✦ Work with health care ethicist in consultation regarding matters related to the *Ethical and Religious Directives for Catholic Health Care Services*.
- ✦ Create and facilitate case conferences at each facility every other month.
- ✦ Participate in employee/nursing orientation.
- ✦ Participate in ethics committee meetings.
- ✦ Participate as supplemental lecturer for regularly scheduled clinical consultation curriculum offered to employees.
- ✦ Serve (as accepted) on senior connections multi-disciplinary panel as ethics presence in community (optional).
- ✦ Serve as Institutional Review Board member, as accepted by IRB.
- ✦ Begin preparation for Ethic Consultation Certification by ASBH.

YEAR TWO

Second year fellows continue to deepen their understanding of complex clinical matters and incorporate further skills in community and organizational work through the following additional activities:

- ✦ Create and deliver community lectures, as requested, for community partners.
- ✦ Act as primary reviewer for existing system policies requiring ethics review.
- ✦ Assume leadership role in planning and coordinating ethics committee meetings.
- ✦ Work independently in consultation matters related to the ERDs.
- ✦ Attend ethics advisory group meetings at the health system office.
- ✦ Work collaboratively at the request of the system mission and ethics leader(s) on matters related to system ethics.
- ✦ Participate in ongoing applied ethics research and attend or present work at one professional conference.
- ✦ Work towards Ethics Consultation Certification by ASBH.

SENIOR ETHICS FELLOW

(OPTION FOR YEAR THREE)

The Senior Ethics fellow position is reserved for fellows who demonstrate an interest and aptitude for organizational ethics within Catholic health systems. The fellow will continue with year one and two responsibilities and incorporate the following:

- ✦ Assist health care ethicist in mission due diligence processes for strategically significant transactions.
- ✦ Participate in personnel policy formulation and review.
- ✦ Participate in community and legislative advocacy programs related to ethics activities.
- ✦ Explore mission leadership activities with hospital mission leaders, as available.
- ✦ Develop and enhance areas of professional interest and gain expertise through self-directed study.



SAMPLE RESOURCES
Evaluation

Candidate Evaluation Form: An Interviewing Tool

ETHICS INTERNSHIP

Candidate: _____ Date: _____

PLEASE RATE THE CANDIDATE ON A SCALE OF 1 – 5.

1: There is little or no evidence that the candidate possesses the competency or skill dimension at the desired level.

3: There is some evidence that the candidate possesses the competency or skill dimension at the desired level.

5: There is clear and convincing evidence that the candidate possesses the competency or skill dimension at the desired level.

1. Demonstrates knowledge and experience in health care ethics.

LOW 1 2 3 4 5 HIGH

Comments:

2. Demonstrates knowledge of and experience with Catholic moral theology and social doctrine.

LOW 1 2 3 4 5 HIGH

Comments:

3. Demonstrates ability to collaborate with multiple departments and leadership to accomplish department goals.

LOW 1 2 3 4 5 HIGH

Comments:

4. Demonstrates knowledge and experience in developing educational resources, public speaking, teaching and coordinating educational programs.

LOW 1 2 3 4 5 HIGH

Comments:

5. Probability of acceptance by mission leaders, ethics council, and other associates.

LOW 1 2 3 4 5 HIGH

Comments:

6. Personality and behavior are consistent with our organizational culture, mission, values and ethical standards.

LOW 1 2 3 4 5 HIGH

Comments:

7. Describe how you came to be interested in the field of health care ethics.

Comments:

8. Discuss your interest in Catholic health care ethics from a personal and professional perspective.

Comments:

9. Describe your career goals (e.g., clinical, organizational, academic).

Comments:

10. What is the most important experience or opportunity that you want to pursue through the ethics internship?

Comments:

11. Please describe 3 “strong suits” of this candidate.

1:

2:

3:

12. Please name 3 “concerns” about this candidate.

1:

2:

3:

13. Would you recommend this person for this role?	YES	NO
14. Overall rating	LOW 1 2 3 4 5 HIGH	

Other Comments:

Fellowship Performance Feedback Tool I

ESSENTIAL BEHAVIORS:

The behaviors listed below are those that have been identified as the most essential to success in an ethics fellowship. The dash-pointed descriptors are provided as examples of how the behaviors may be demonstrated.

1. Initiative	
<ul style="list-style-type: none"> ✦ Seeks out opportunities to learn and contribute through: <ul style="list-style-type: none"> – Shadowing different managers. – Proactively identifying and taking on projects. – Getting involved in project teams. – Observing governance committees/boards. – Visiting different areas of the hospital and care continuum. – Seeking out mentors. – Diligently asking questions. – Meeting with senior system leaders. – Ensuring adequate time/feedback with preceptors. ✦ Keeps preceptor informed of projects. Asks for direction or help when needed. ✦ Displays energy/enthusiasm. ✦ Takes initiative to make things happen efficiently. 	<p>Preceptor Comments:</p>
	<p>Fellow Self-Assessment:</p>
	<p>Not Meeting Expectations</p>
	<p>Meeting Expectations</p>
	<p>Exceeding Expectations</p>

2. Builds Relationships

- ✦ Genuinely cares about people and the needs and values of the community.
- ✦ Is easy to approach; personable.
- ✦ Builds appropriate rapport and relates well to all persons (peers, staff, managers and senior leaders, board members, physicians, etc.) both internal and external to the organization.
- ✦ Integrates well with organizational culture.
- ✦ Takes personal responsibility for correcting problems promptly and non-defensively.
- ✦ Seeks to understand others and to accurately hear and understand their unspoken or partly expressed thoughts, feelings and concerns.

Preceptor Comments:

Fellow Self-Assessment:

Not Meeting Expectations

Meeting Expectations

Exceeding Expectations

3. Teamwork/Interdependence

- ✦ Uses appropriate methods and a flexible interpersonal style to help build a cohesive team.
- ✦ Works cooperatively and inclusively to achieve shared or overlapping objectives.
- ✦ Demonstrates a willingness to share expertise and resources with other team members.
- ✦ Regularly acknowledges contributions of others.
- ✦ Expresses positive attitudes and expectations of others in terms of their abilities and contributions.
- ✦ Gives detailed instructions and/or on-the-job demonstrations to others and provides specific helpful suggestions.

Preceptor Comments:

Fellow Self-Assessment:

Not Meeting Expectations

Meeting Expectations

Exceeding Expectations

4. Mission Centered

- ✦ Aligns own behavior with the organization's mission, values and the highest legal, ethical and professional standards.
- ✦ Respectful of all people; inclusive of diverse ideas, backgrounds, cultures.
- ✦ Acts with integrity.
- ✦ Demonstrates compassion and seeks to understand others' personal viewpoints and styles.
- ✦ Demonstrates ethics, sound professional practices, social accountability and community stewardship.
- ✦ Adheres to honesty and fair dealing with all constituencies, serves all equally and upholds trustworthiness.

Preceptor Comments:

Fellow Self-Assessment:

Not Meeting Expectations

Meeting Expectations

Exceeding Expectations

5. Open Communication

- ✦ Communicates openly and honestly.
- ✦ Practices attentive and active listening; knows when to contribute to a conversation and when to listen.
- ✦ Clearly and succinctly articulates ideas and solutions.
- ✦ Seeks and acknowledges input from others with diverse perspectives.
- ✦ Can identify and record key points/issues when taking minutes or creating other documents based on team discussions.
- ✦ Treats sensitive or confidential information appropriately.
- ✦ Holds people accountable to standards of performance or ensures compliance with organizational policies, procedures, norms, etc.
- ✦ Modifies own behavior in response to informal cues and matches styles to the situation.
- ✦ Energizes stakeholders and sustains their commitment to changes in approaches, processes and strategies.

Preceptor Comments:

Fellow Self-Assessment:

Not Meeting Expectations

Meeting Expectations

Exceeding Expectations

6. Functional/Technical Skills

- ✦ Has the functional and technical knowledge/skills to do the job at a high level of accomplishment.
- ✦ Shows basic understanding of the health care system, including sensitivity to professional and cultural issues.
- ✦ Can apply skills/tools to respond to organization initiatives.
- ✦ Enjoys the challenge of unfamiliar tasks.
- ✦ Eagerly learns new skills and capabilities for application in the future.

Preceptor Comments:

Fellow Self-Assessment:

Not Meeting Expectations

Meeting Expectations

Exceeding Expectations

7. Work Output

- ✦ Is dedicated to meeting the expectations and requirements of internal and external customers.
- ✦ Takes work beyond the basics to a higher level of performance, exceeding the expectations of others.
- ✦ Follows through on commitments. Keeps appropriate stakeholders informed of progress.
- ✦ Completes work within established timeframes.
- ✦ Acknowledges mistakes when they happen, takes responsibility for them, takes corrective action and tries to learn from experience.

Preceptor Comments:

Fellow Self-Assessment:

Not Meeting Expectations

Meeting Expectations

Exceeding Expectations

8. Work/Life Balance

- ✦ Maintains a conscious balance between work and personal life so that one doesn't dominate the other.
- ✦ Can maintain multiple and varied priorities.
- ✦ Is flexible when work or personal life demands change temporarily.

Preceptor Comments:

Fellow Self-Assessment:

Not Meeting Expectations

Meeting Expectations

Exceeding Expectations

9. Leadership Presence & Abilities

- ✦ Acts confidently and believes in own ability, decisions and opinions to accomplish a task and select an effective approach to a task or in challenging circumstances.
- ✦ Promotes team effectiveness and creates conditions that enable the team to perform at its best (e.g., setting clear direction, selecting team members, providing appropriate structure, establishing assignments, providing feedback, promoting team morale).
- ✦ Possesses accurate view of own strengths and development needs, including impact on others.
- ✦ Integrates formal and informal feedback into personal development effort, such as reflective, self-directed learning and trying new approaches and goals.
- ✦ Creates a safe environment to challenge the status quo and take action on informed opportunities.
- ✦ Seeks to understand health care's complex environment and resources to make timely decisions that achieve results now and in the future.

Preceptor Comments:

Fellow Self-Assessment:

Not Meeting Expectations

Meeting Expectations

Exceeding Expectations

10. Recommended Next Steps and Action Planning

Behaviors Needing Development:

Action Plan for Improvement:

Anticipated Completion Date:

Fellowship Performance Feedback Tool II

Candidate: _____ Date: _____

PLEASE RATE THE CANDIDATE ON A SCALE OF 1 – 5.

1: Highly Unprepared

2: Somewhat Unprepared

3: Neutral

4: Somewhat Prepared

5: Highly Prepared

LEADERSHIP COMPETENCY	RATING
<p>Accountability</p> <p>Holds people accountable to standards of performance or ensures compliance with organizational policies, procedures, norms, etc.</p>	<p>LOW 1 2 3 4 5 HIGH</p>
<p>Achievement Orientation</p> <p>Sets and works to meet challenging goals and aims to surpass a standard of excellence</p>	<p>LOW 1 2 3 4 5 HIGH</p>
<p>Analytical Thinking</p> <p>Understands a situation, issue or problem by breaking it into smaller pieces, or tracking its implications in a step-by-step way; identifies time sequences, causal relationships or if-then relationships.</p>	<p>LOW 1 2 3 4 5 HIGH</p>
<p>Change Leadership</p> <p>Outlines strategies for change. Energizes stakeholders and sustains their commitment to changes in approaches, processes and strategies.</p>	<p>LOW 1 2 3 4 5 HIGH</p>
<p>Collaboration</p> <p>Works cooperatively with others as a member of the team. Expresses positive attitudes and expectations of others in terms of their abilities and contributions.</p>	<p>LOW 1 2 3 4 5 HIGH</p>

LEADERSHIP COMPETENCY	RATING
<p>Communication Skills</p> <p>Speaks and writes in a clear, logical and grammatical manner in formal and informal situations, can prepare clear business presentations and effectively facilitates a group.</p>	<p>LOW 1 2 3 4 5 HIGH</p>
<p>Community Orientation</p> <p>Takes personal responsibility for correcting service problems promptly and non-defensively; aligns one's own priorities with the needs and values of the community, including its cultural and ethnocentric values, and with population-based wellness needs.</p>	<p>LOW 1 2 3 4 5 HIGH</p>
<p>Financial Skills</p> <p>Prepares and manages budgets; understands long-term investment decisions (return on investment, net present value, risk-return trade-offs, and cost-benefit analyses); analyzes population, disease, utilization data; and understands basics of insurance rating and actuarial risk.</p>	<p>LOW 1 2 3 4 5 HIGH</p>
<p>Impact and Influence</p> <p>Analyzes the needs, interests and expectations of key stakeholders to persuade, convince or influence them (individuals or groups) to support opinion or position.</p>	<p>LOW 1 2 3 4 5 HIGH</p>
<p>Information Seeking</p> <p>Possesses curiosity and desire to know more about things, people or issues, including the desire for knowledge and current thinking related to health, organizational, industry and professional trends and development. Resolve discrepancies by asking a series of questions and scanning for potential opportunities or information that may be of future use. Stay current and seek out best practices for adoption.</p>	<p>LOW 1 2 3 4 5 HIGH</p>
<p>Information Technology Management</p> <p>Understands information technology and the use of administrative and clinical-decision support tools in process and performance improvement.</p>	<p>LOW 1 2 3 4 5 HIGH</p>
<p>Initiative</p> <p>Proactively identifies problems, obstacles or opportunities to address current or future problems or opportunities. Acts quickly and decisively in a crisis or other time-sensitive situation.</p>	<p>LOW 1 2 3 4 5 HIGH</p>

LEADERSHIP COMPETENCY	RATING
<p>Innovative Thinking</p> <p>Recognizes patterns, trends or missing pieces/linkages to identify problems. Able to adapt previous solutions or develop creative solutions.</p>	<p>LOW 1 2 3 4 5 HIGH</p>
<p>Interpersonal Understanding</p> <p>Seeks to understand others and accurately hear and understand their unspoken or partly expressed thoughts, feelings and concerns. Sensitive to cultural, ethnic and social backgrounds of others.</p>	<p>LOW 1 2 3 4 5 HIGH</p>
<p>Organizational Awareness</p> <p>Uses the formal structure or hierarchy of an organization to get things done, understands chain of command, positional power rules and regulations, policies and procedures, etc.</p>	<p>LOW 1 2 3 4 5 HIGH</p>
<p>Professionalism</p> <p>Demonstrates sound professional practices, social accountability and community stewardship. Adheres to honesty and fair dealing with all constituencies. Promotes development of professional roles/values that are compatible with the improvement of health and wellness. Serves all equally and upholds trustworthiness.</p>	<p>LOW 1 2 3 4 5 HIGH</p>
<p>Project Management</p> <p>Plans, executes and oversees a multi-year, large-scale project involving significant resources, scope and impact. Tracks performance against plans and budget, holds vendors and team members accountable, reports project outcomes, adjusts plan and re-projects to ensure delivery within prescribed timeframes and budget.</p>	<p>LOW 1 2 3 4 5 HIGH</p>
<p>Relationship Building</p> <p>Builds friendly rapport with associates. Establishes, builds and sustains professional contacts for the purpose of building networks of people with similar goals and that support similar interests.</p>	<p>LOW 1 2 3 4 5 HIGH</p>
<p>Self Confidence</p> <p>Acts confidently and believes in own capability to accomplish a task and select an effective approach to a task or problem. Confident in ability, decisions and opinions in challenging circumstances.</p>	<p>LOW 1 2 3 4 5 HIGH</p>

LEADERSHIP COMPETENCY	RATING
<p>Self Development</p> <p>Possesses accurate view of own strengths and development needs, including the impact that you have on others. Aware of what behaviors and styles get the best results and matches styles to the situation. Modifies own behavior in response to informal cues as well as formal feedback and integrates the results into personal development effort, such as reflective, self-directed learning and trying new approaches and goals.</p>	<p>LOW 1 2 3 4 5 HIGH</p>
<p>Strategic Orientation</p> <p>Conducts environmental scanning. Identifies how the market, governmental, regulatory, public opinion, scientific and technological forces shape the organization.</p>	<p>LOW 1 2 3 4 5 HIGH</p>
<p>Talent Development</p> <p>Expresses positive expectations of others, including those with whom others might not see as having high potential. Believes others want and/or can learn to improve their performance. Gives detailed instructions and/or on-the-job demonstrations to others and provide specific helpful suggestions.</p>	<p>LOW 1 2 3 4 5 HIGH</p>
<p>Team Leadership</p> <p>Conducts efficient and effective meetings (setting agenda objectives, controlling time and pace, and making assignments). Keeps others informed by providing essential information for decision making and fulfillment of responsibilities individually and collectively. Promotes team effectiveness and creates conditions that enable the team to perform at its best (e.g., setting clear direction, selecting team members, providing appropriate structure, establishing assignments, providing feedback, promoting team morale).</p>	<p>LOW 1 2 3 4 5 HIGH</p>

Mission and Ethics Intern Learning Development Plan

This Learning Development Plan can be used in coordination with CHA's *Qualifications and Competencies for Ethicists* and the *Self-Assessment Tool for the Mission Leader Competency Model*. After completing the *Self-Assessment Tool*, this page can serve as a place to bring together action steps identified. While ideas for potential development goals are detailed below, they are intended to be adapted to suit the needs of the individual.

DEVELOPMENT GOAL:
Become familiar with basic issues in clinical ethics

START DATE: _____ **DUE DATE:** _____

Learning Activities:

- 1. Reading:** *Ethical and Religious Directives*, various other additional background reading in Catholic clinical ethics.
- 2. Attend a class or participate in a webinar:** Using the CHA website and other resources, find and participate in a class or webinar pertinent to your specialty or areas of interest.
- 3. Shadow someone:** Reach out to and coordinate with a local ethicist or mission leader to shadow for a day or two.

DEVELOPMENT GOAL:
Develop or enhance presentation skills

START DATE: _____ **DUE DATE:** _____

Learning Activities:

- 1. Attend a class:** Participate in a class or webinar on presentation skills, if available.
- 2. Other:** Create and provide a presentation to a group of the individual's choosing, on a topic of the group's choosing.
- 3. Ask for feedback:** Get supportive and critical feedback on presentation skills.

DEVELOPMENT GOAL:
Develop or enhance ethics consult skills

START DATE: _____ **DUE DATE:** _____

Learning Activities:

- 1. Shadow someone:** Shadow an ethics consult team member in a region and be present for consults.
- 2. Other:** Depending on how skills progress, eventually provide initial responses to some consults with oversight of supervisor.

DEVELOPMENT GOAL: Develop or enhance relationships with key stakeholders in the ministry

START DATE: _____ DUE DATE: _____

Learning Activities:

1. **E-mail introductions:** Introduce yourself via e-mail and arrange in-person meetings with key stakeholders in the facility and larger system.
2. **Introductory/relationship building meetings:** Arrange 30-minute, in-person meetings with key stakeholders in the facility and larger system.
 - a. Have questions prepared to learn how mission is currently being integrated within their department as well as to identify additional opportunities.

DEVELOPMENT GOAL: Develop or enhance personal or communal spiritual practice

START DATE: _____ DUE DATE: _____

Learning Activities:

1. **New personal spiritual practice:** Learn about and/or incorporate into your daily routine a new spiritual practice.
2. **Communal spiritual practice:** Offer to lead the opening prayer at an upcoming staff meeting or huddle.

DEVELOPMENT GOAL: Develop or enhance understanding of the organizational and business operations of the facility

START DATE: _____ DUE DATE: _____

Learning Activities:

1. **Shadow an associate in a different department:** Coordinate to shadow coworkers in other departments to facilitate a deeper understanding of how the 'bigger picture' functions.
2. **Read reports:** Including but not limited to community benefit reports, reporting structures, etc.
3. **Meet with co-workers:** Arrange brief meetings with co-workers at different levels of the organization to better understand the organizational structure and how its perceived.

The image features a teal background with a large circular frame. Inside the frame, there is a landscape scene showing a field of tall grass in the foreground, a misty or foggy middle ground, and a line of trees in the distance under a light sky. The word "Insights" is centered in white text within the teal area.

Insights

Insights

Comments and insights gathered from the experiences of a handful of former ethics interns ...

- ✦ Learning and understanding the role, value and culture of various departments within the organization and the hands-on experience of actually being able to see the day-to-day of an ethicist and ethics committees were most beneficial. Through developing this understanding, the aspiring ethicist is able to identify key stakeholders with whom to develop key relationships and target champions to build a successful ethics program and promote the ethics committees, consult service and education initiatives.
- ✦ Developing skillsets beyond providing direct clinical ethics consultation in the patient care environment was most beneficial. For example, skills in strategic planning are beneficial to standardize education across an organization or to promote associate understanding of the goals and purposes of ethics consultation or to build the infrastructure for a program of standardized education for ethics committee members. Other important skills would include learning how to plan and run a productive meeting, following through with proposed action plans and prioritizing/triaging projects and new ideas.
- ✦ Most valuable to me was networking: some of the relationships I built in my early days as an intern have helped me tremendously. Most importantly, networking with people at all levels of the organization. I can't tell you how often a relationship I built with an executive admin as an intern has helped me in a pinch today when I needed to get on their exec's calendar.
- ✦ Being open and willing to engage in any activities assigned, even if I did not think I would be interested in them specifically was an important lesson.
- ✦ On the flip side of the last point, if I heard about meetings or projects in which I thought I might have interest or be of use, I would let my supervisor know and ask if I could participate. Sometimes the answer was no, but usually it was "I hadn't thought of that, but yes it would be great if you could participate" etc.
- ✦ The opportunity to sit at tables that someone of that level otherwise would not be able to. For example, I got to go to system-wide meetings and some of the Sponsor meetings.
 - Going out of my way to develop relationships
 - Reminding myself that a work product doesn't have to be perfect. Better to get three good projects accomplished than one perfect project!
 - A lot of the work that interns have to do is definitely below their highest competency and abilities. It helped to recognize that somebody has to do the grunt work and it takes a big burden off of others. Hopefully being mindful of that can help keep a positive attitude and motivation to not burn out!
- ✦ Being able to put all that I had learned throughout the summer into the project that I worked on was gratifying. That entire process was really a joy, and I know it taught me a lot about not only doing research, but also the kind of work that actually is needed.
- ✦ Being allowed the time to explore all sorts of different topics and ask questions and do research to my heart's content helped get me excited for the future. I think it helped me to have more passion in my approach to the whole process of applying for school.



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