Health Law

CREDITS: semester hours (3:0)

COURSE DESCRIPTION:
Introduction to law and the legal system with special emphasis on health related topics including health care ethics and key health law issues.

COURSE OBJECTIVES:
- Understand legal standards applicable to health care professionals and organizations
- Understand the role of legal rules and regulations in strategy and planning
- Use legal reasoning as a broad analytic and communications tool
- Identify the relationship between ethical values and legal norms
- Promote ethical values as being integral to effective decision-making
- Understanding the functions of and interaction between courts, legislatures, regulators
- Analyzing the role of the legal system in health policy and health care delivery
- Developing strategies for and ways of communicating with attorneys
- Applying basic tort, contract, and corporate law principles
- Understanding law’s limits in providing definitive answers

REQUIRED TEXTS AND RESOURCES:

Other readings as noted in class assignments

LEARNING EXPERIENCES AND TEACHING METHODS:
Discussion, lecture, independent reading, group assignments, and in-class exercises are used to stimulate the development of an understanding of the principles of health care law and ethics.

In preparation as a knowledge worker, the student is responsible for the identification of individual learning needs, self-direction, and demonstration that learning has occurred. TAKE NOTES; ask questions - there is no such thing as a stupid question. Review your notes between classes and ask your instructor to clarify points that are not well understood before the start of another topic. Faculty will provide guidance to assist every student’s successful completion of this course.

**Case Presentations and Class Participation**

Although all students are expected to have read and be prepared to discuss all assigned cases, small groups of students will serve as the lead discussant on selected cases. (The number will vary depending on the number of students enrolled in the course). As lead discussant, the students should be thoroughly knowledgeable of the case or case study assigned and will be expected to provide the facts, issue, and holding of the case, as well as be prepared to answer any additional questions. Cases will be assigned randomly.

**Graded Discussions**

Individual graded discussions will address current issues in health law. Students will post original essays and reply to the postings of peers.

**Examination**

Each student weekly quizzes that will reflect the student's knowledge of basic legal terminology as well as the basic health care law topics.

**Research Paper**

Students will complete a research paper based on current legal/ethical issues relevant to healthcare administration or health delivery.

**Attendance**

Students are required to attend 80% of all scheduled classes. With prior notice and sufficient justification, attendance at less than 80% of the scheduled classes may be permitted. Substantial remedial work will be required for each class missed. You do not need to call me if you are going to miss class.

**Miscellaneous**

Be sure to photocopy all papers before handing them in. Recording devices are prohibited in the classroom.

**GRADING OF COURSE ACTIVITIES**

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The contribution to the final course grade is as follows.

Case Presentation/Discussion Participation
Research Paper
Chapter Quizzes:

Grading Scale of the College of Nursing and Health Sciences:

90 – 100%: A
83 – 89%: B
75 – 82%: C
67 – 74%: D
Less than 67%: F

Extra credit work will not be accepted.

POLICIES:

Evaluation Input From Students

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

Academic Integrity and Honesty

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism.

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(Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

- University Student Handbook and Code of Conduct: [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)
- University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816.

Title IX

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

Active Military Duty

Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

Grade Appeals Process

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See [http://academicaffairs.tamucc.edu/Rules_Procedures/](http://academicaffairs.tamucc.edu/Rules_Procedures/) for the University procedure and see [http://conhs.tamucc.edu/shb/](http://conhs.tamucc.edu/shb/) for the CONHS process identified in the Student Handbook.

Support Services

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources.

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job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

COURSE CALENDAR

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assignments</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Chap 1 Lecture</strong>&lt;br&gt;Read CH 1: Intro to Ethics</td>
<td>Ch 1 Quiz</td>
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<tr>
<td>2</td>
<td>Read CH 2: Contemporary Ethical Dilemmas&lt;br&gt;<strong>Ch 2 Lecture</strong></td>
<td>Ch 2 Quiz&lt;br&gt;In-class activity 1</td>
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<tr>
<td>3</td>
<td>Read CH 3: End of Life&lt;br&gt;<strong>Ch 3 Lecture</strong></td>
<td>Ch 3 Quiz&lt;br&gt;In-class activity 2</td>
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<td>4</td>
<td>Read CH 4: HC Ethics Committee&lt;br&gt;Read CH 5: Development of Law&lt;br&gt;<strong>Ch 4/5 Lecture</strong></td>
<td>Ch 4, 5 Quiz</td>
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<tr>
<td>5</td>
<td>Read CH 6: Introduction to Law&lt;br&gt;<strong>Ch 6 Lecture</strong></td>
<td>Ch 6 Quiz&lt;br&gt;In-class activity 3</td>
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<tr>
<td>6</td>
<td>Read CH 7: Government, Ethics, and the Law&lt;br&gt;Ch 7 Lecture&lt;br&gt;Review ACHE Ethics Toolkit&lt;br&gt;<a href="http://www.ache.org/abt_ache/ethicstoolkit/ethicsTOC.cfm">http://www.ache.org/abt_ache/ethicstoolkit/ethicsTOC.cfm</a>&lt;br&gt;<strong>Group Project Instructions</strong></td>
<td>Ch 7 Quiz&lt;br&gt;In-class activity 4</td>
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<td>7</td>
<td>Read CH 8: Organizational Ethics and the Law&lt;br&gt;<strong>Ch 8 Lecture</strong></td>
<td>Ch 8 Quiz&lt;br&gt;In-class activity 5</td>
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<td>8</td>
<td>Read CH 9: HC Professionals’ Ethical and Legal Issues, and Read 10: Physicians’ Ethical and Legal Issues&lt;br&gt;<strong>Ch 9 Lecture</strong>&lt;br&gt;Work on Group Paper and Presentation</td>
<td>Ch 9, 10 Quiz</td>
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<td>9</td>
<td>Read CH 11: Employee Rights and Responsibilities&lt;br&gt;<strong>Ch 11 Lecture</strong></td>
<td>Ch 11 Quiz&lt;br&gt;<strong>Group Paper and Presentation Due in Blackboard Assignment folder Sunday midnight</strong></td>
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<tr>
<td>10</td>
<td><strong>Group Presentations In Class</strong></td>
<td><strong>Group Presentations</strong></td>
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<tr>
<td>11</td>
<td><strong>Group Presentations In Class</strong></td>
<td><strong>Group Presentations</strong></td>
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<td>12</td>
<td>Read CH 12: Patient Consent&lt;br&gt;<strong>Ch 12 Lecture</strong>&lt;br&gt;<strong>Group Presentations In Class</strong></td>
<td>Ch 12 Quiz&lt;br&gt;<strong>Group Presentations</strong></td>
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<tr>
<td>13</td>
<td>Read CH 13: Patient Abuse&lt;br&gt;<strong>Ch 13 Lecture</strong></td>
<td>Ch 13 Quiz</td>
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<tr>
<td>14</td>
<td>Read CH 14: Patient Rights and Responsibilities&lt;br&gt;<strong>Ch 14 Lecture</strong></td>
<td>Ch 14 Quiz&lt;br&gt;In-class activity 6</td>
</tr>
<tr>
<td>15</td>
<td><strong>NO CLASS</strong></td>
<td><strong>Group Presentations</strong></td>
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</tbody>
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