



Medical Law and Ethics
HSC 111 (O#_Online) – 3 Credits

Semester: Semester Year
Day(s): Asynchronous
Time(s): None
Classroom: None
Instructor: Sarah Eugenio BS, CCMA (NHA)
Office Hours: By appointment
Office Location: Virtual
Phone Number: 860-913-2020
Email: seugenio@goodwin.edu

INSERT
Professional
Headshot Here

Prerequisite/Co-Requisites: None



Required Text

- Judson, K., & Harrison, C. (2020). *Law & Ethics for Medical Careers, 9th ed.*
New York, NY: McGraw-Hill Higher Education.

ISBN-13: **978-1260021943**

Goodwin University works towards an inclusive learning environment where all members of the Goodwin community are treated with respect and dignity. We strive towards universally designed learning environments that are equitable and inclusive. We work to denounce discrimination of any form and maintain a collaborative community with an awareness of global perspectives on social justice.

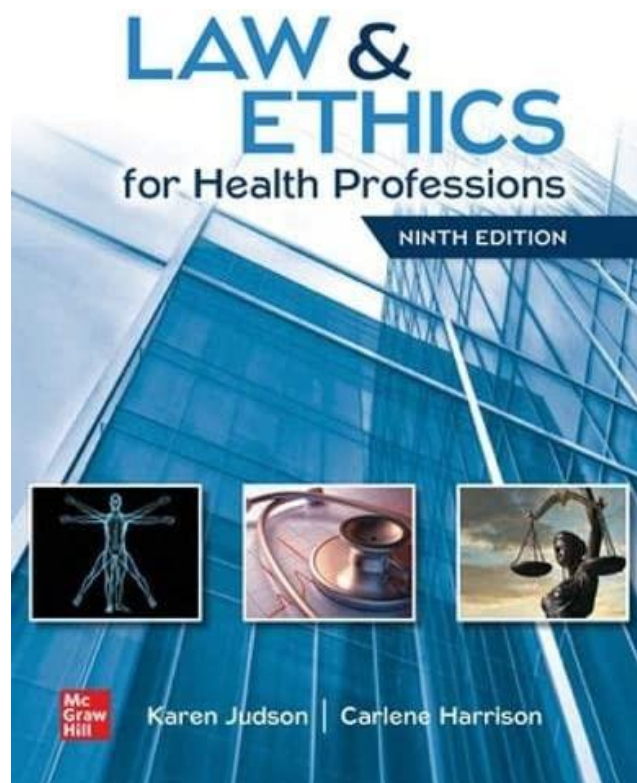
Course Description

- This course addresses medical ethics, medical practice acts, and legal responsibilities of the health professional, as well as professional liability and the civic duties of the health professional. The class makes use of the internet, newspapers, and other publications for the discussion of current events related to medical law and ethics.



Course Goal

- Upon successful completion of this course, the student will learn about legal implications and ethical considerations in healthcare, along with an understanding of the liability and civic responsibility associated with being a healthcare provider.



Student Learning Outcomes and Assessment Methods

<u>Learning Outcomes</u>	<u>Assessment Methods</u>
<u>Cognitive (Knowledge)</u> <u>X.C Legal Implications</u> 2. Identify the provider role in terms of standard of care 3. Identify components of the Health Insurance Portability & Accountability Act (HIPAA) 4. Identify the standards outlined in The Patient Care Partnership 5. Identify licensure and certification as they apply to healthcare providers 6. Identify criminal and civil law as they apply to the practicing medical assistant 7. Define: a. negligence b. malpractice c. statute of limitations d. Good Samaritan Act(s) e. Uniform Anatomical Gift Act f. living will/advanced directives g. medical durable power of attorney h. Patient Self Determination Act(PSDA) i. risk management 8. Identify the purpose of medical malpractice insurance 9. Identify legal and illegal applicant interview questions	Exams Assignments Midterm & Final Projects Discussion

10. Identify: a. Health Information Technology for Economic and Clinical Health (HITECH) Act b. Genetic Information Nondiscrimination Act of 2008 (GINA) c. Americans with Disabilities Act Amendments Act (ADAAA) 13. Define the following medical legal terms: a. informed consent b. implied consent c. expressed consent d. patient incompetence e. emancipated minor f. mature minor g. subpoena duces tecum h. respondeat superior i. res ipsa loquitur j. locum tenens k. defendant-plaintiff l. deposition m. arbitration-mediation <u>Cognitive (Knowledge)</u> <u>XI.C Ethical and Professional Considerations</u> 1. Define: a. ethics b. morals 2. Identify personal and professional ethics 3. Identify potential effects of personal morals on professional performance 4. Identify professional behaviors of a medical assistant	
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Grading Policy

- Goodwin University uses the following academic grading system:

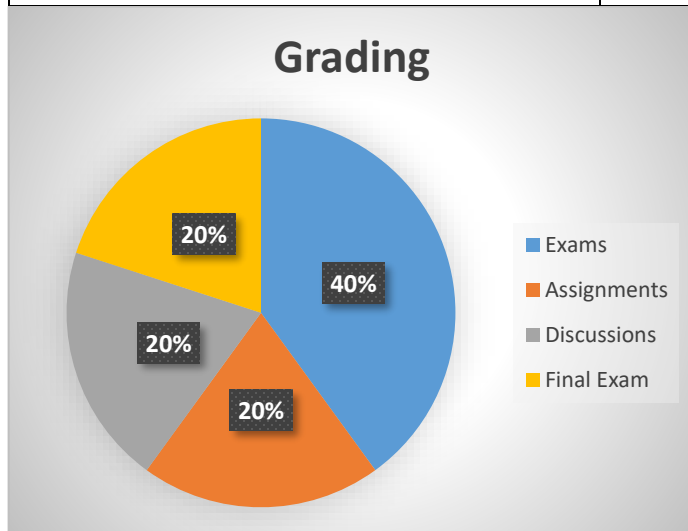
Grade	Points	Explanation	Grade	Points	Explanation
A (93-100)	4.0	Excellent	C (73-76)	2.0	Satisfactory
A- (90-92)	3.7	Excellent	C- (70-72)	1.7	Below Average
B+ (87-89)	3.3	Good	D+ (67-69)	1.3	Poor
B (83-86)	3.0	Good	D (63-66)	1.0	Poor
B- (80-82)	2.7	Good	D- (60-62)	0.7	Poor
C+ (77-79)	2.3	Satisfactory	F (below 60)	0.0	Fail

This course is a core course for Medical Assisting majors. For Medical Assisting students, for he/she to earn a passing grade in this course, all students must successfully complete all of the psychomotor and affective competencies. Students must receive an average of 73% or above in the given course AND obtain an average score of 85% or above on all competency evaluations within the given course. Commission on Accreditation of Allied Health Education (CAAHEP) accreditation requires successful achievement of 100% of the MAERB Core Curriculum psychomotor and affective competencies in this course. **Failure to achieve a final grade of 73 (C) or better and/or failure to pass the competency skills identified within this course will result in the student being required to repeat the course.**

Your performance in this course is assessed using multiple, varied methods in the areas listed below and based on the expectations as described in the syllabus and outlined in assessment scoring guides or rubrics. If you do not understand the expectations, it is your responsibility to ask the instructor questions.

The Course Outline / Class Schedule contains due dates.

Exams	40%
Assignments	20%
Discussions	20%
Final Exam	20%
Total:	100%



This section of the syllabus contains a listing with brief descriptions of the assessment methods for this course. They are designed to align with the student-learning outcomes and provide you with varied ways to demonstrate mastery of the course content. **Additional instructions and related scoring guides or rubrics are posted to Canvas.**



Exams (40%): Six weekly exams based on topics/chapters covered that week.



Assignments (25%): Six weekly assignments based on topics/chapters covered that week.



Final Exam (20%): Guidelines & rubric in Canvas. Create either an audio recording or video on listed pronunciation from Weeks 8 – 15.



Discussions (15%): Course expectations related to class participation focus on intrapersonal, interpersonal, and cognitive competencies that are important to employers and a successful career. In this course, you will be assessed based on the following criteria: (a) acting ethically and with integrity, (b) demonstrating foundational knowledge pertaining to the week's topic, (c) contributing to a collaborative learning environment (e.g., sharing knowledge or resources with other learners), (d) advancing the level and depth of learning (e.g., commenting or questioning in ways that encourage critical thinking or deeper analysis of a topic).

Quality contributions include:

- Providing additional information to the discussion
- Elaborating on previous comments from others
- Presenting explanations of concepts or methods to help fellow students
- Presenting reasons for or against a topic in a persuasive fashion
- Sharing your own personal experiences that relate to the topic; and providing a resource reference

This course requires participation in the discussion board, **a minimum of three separate days**. The standards below will be used to evaluate the quality of your discussion posts.

Each post should be "value added." In other words, your posts should further the thread topics; show that you have learned something from our readings or outside research; bring anecdotal, life experiences to the threaded issues; ask relevant and forward moving questions; or otherwise promote the course objectives for the week. Posts like "I agree" or "Great post" are nice, goodwill posts, but they will not receive credit. Please review the following **quality** standards; use them as you formulate your responses:

High: Your contributions to each topic indicate your mastery of the materials assigned. Your responses integrate multiple views and present a seed for reflection for other participants. Your posts provide evidence that you are reading, comprehending, and giving thoughtful consideration to the assigned materials and other student postings. You know the facts and can analyze them and handle conceptual ideas.

Medium: Your responses build on the ideas of another participant (or more) and dig deeper into assignment questions or issues. You make intelligent posts during the week, including some good critique of the course material, which demonstrates that you understand the material, are reading posts of your colleagues, and are contributing to the class. Your posts demonstrate confidence with the materials, but they may be just a bit off target in one area or another.

Low: You have meaningful interaction with other participants' postings. Posts that state "I agree" or "I disagree" include an explanation of what is disagreed or agreed upon and why or introduce an argument that adds to the discussion. However, you may have rambling, lengthy posts that show no sign of having been re-read and refined before posting, and your writing suffers a lack of clarity and/or suggests a lack of comprehension.

Unsatisfactory: You will receive little credit in the week's discussion by just showing up and making trivial comments without adding any new thought to the discussion. At the low end of the spectrum, no participation gets a "0". That is, if you are not in the discussion, you do not earn any points.

In addition to the above **quality** standards (high, medium, low, and unsatisfactory), your discussion grade will be determined by your:

Frequency: You must post to each graded discussion a minimum of three days per session or unit of study. You must submit your first post of the first week of each session no later than Wednesday.

Quantity: In order to meet the quality requirements, a post will be at least a paragraph in length. You will find that some topics call for lengthier responses. A paragraph, contrary to popular opinion, can be anywhere from four to ten (or more) sentences in length.

Accuracy: Because this is a writing course, your posts must be free of spelling and grammatical errors.

A few helpful tips for Discussion:

Post high-value posts; if your posts are less than high-value, you will need to post more frequently to get full credit.

Post responses to other students, to answer my questions, and/or to ask questions. Use text references, web research, and life experiences that are relevant to our topics. Avoid writing just "I agree" without elaborating to explain why you agree or disagree with a statement.

You do not have to answer all of my questions. Pick the ones that most interest you, ask a follow-up question, or respond to other student posts.

Debate with your classmates! We don't all have to have the same spin on issues. Debates help us learn, especially when we maintain a healthy respect for others and a tolerance for opinions that differ from our own.

Read the summary posts at the end of each week.

Quality posts include:

- Providing additional information to the discussion
- Elaborating on previous comments from others
- Presenting explanations of concepts or methods to help fellow students
- Presenting reasons for or against a topic in a persuasive fashion
- Sharing your own personal experiences that relate to the topic; and
- Providing a resource reference or URL to support comments
- ***This is especially important when you are attempting to prove a point, to persuade others to see your perspective, and/or make a claim. A word to the wise: be wary of online resources. The Internet is great for information sharing, but you must always be skeptical (use those critical thinking skills!) when researching a topic on the Internet.

Class Policies



Late Assignments: Deadlines are an integral part of all professional careers, most importantly in healthcare when it can be a matter of someone's life.

Per department policy, any work submitted to the instructor after the due date will result in a zero.

Late assignments or make-up exams are not permitted except when there are **documented** extenuating circumstances, and the instructor has been **notified 24 hours before or after the deadline**.

Excused absences & acceptable documentation:

- Illness of you or family member
 - Note from provider's office.
- Death of loved one
 - Obituary or note from funeral home.
- Graduation in family
 - Graduation program.
- Court date
 - Copy of summons.
- Utility outage
 - Notification from utility provider.
- Documented, extenuating circumstances
 - At the discretion of the instructor.

One extension allowed per excused absence.

Note:

A computer crash is not a valid excuse. Be sure to back up your work in several places and budget your time according to each deadline.



Canvas: Students are responsible for all material and due dates in Canvas. Please download the "Canvas Student" mobile app to receive Canvas notifications to your device.



Communication and E-mail: Instructors only check their Goodwin emails and have up to 48 hours to respond. Canvas messaging is not to be used for course correspondence.

Please only send emails through your student Goodwin email, as there is a risk your personal email may not get through the firewall.

Please download the "Microsoft Outlook" mobile app to receive emails to your device. Guide to setup your Goodwin Email is provided in Canvas.



Class Meetings: No class meetings. Office hours can be scheduled for one-on-one attention. Students are expected to manage their time efficiently over 7 weeks to complete all coursework.



Laptops and Tablets: As an online student, it is your responsibility to ensure your devices are updated and working on a weekly basis. If you need help navigating the online world, please do not hesitate to ask to for help. In-person and online technology support is available.

LockDown Browser + Webcam Requirement

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be the type that's built into your computer or one that plugs in with a USB cable.

Watch this brief video to get a basic understanding of LockDown Browser and the webcam feature.

<https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

Download and install LockDown Browser from this link:

<https://download.respondus.com/lockdown/download.php?id=546123191>

Once Installed

1. Start LockDown Browser
2. Log into to Canvas
3. Navigate to the exam

Note: You won't be able to access an exam that requires LockDown Browser with a standard web browser. If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the exam to continue.



APA Style: This course follows APA style format for all written assignments. All written assignments must be produced using software that is compatible with Canvas. Assessment of written assignments will include use of APA format, writing, grammar, quotations, and references. Academic Writer is also an available at <https://goodwin.libguides.com/academicwriter> to help with APA formatting.



Expectations for Written Work: The following are basic expectations for all written work:

1. One-inch margin for all sides of the page (e.g., top, bottom, left, and right side of the page).
2. The font is 12 point.
3. The paper is double spaced.
4. The first page of the paper includes:
 - ✓ Your full name
 - ✓ The date of submission

Guidelines for Online Testing:

Select a location where you are comfortable having a video recording taken of yourself and your workspace environment. This area should be free of distractions and interruptions.

Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it Clear your desk or workspace of all external materials not permitted - books, papers, other devices

Remain at your computer for the duration of the test If the computer, Wi-Fi, or location is different than what was used previously with the "Webcam Check" and "System & Network Check" in LockDown Browser, run the checks again prior to the exam.

To produce a good webcam video, do the following:

Avoid wearing baseball caps or hats with brims Ensure your computer or device is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move

If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam setup is complete
Take the exam in a well-lit room, but avoid backlighting (such as sitting with your back to a window)

Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

Getting Help with LockDown Browser:

Several resources are available if you encounter problems with LockDown Browser:

The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar.

Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area

24/7/365 Live Chat Support is also available from the Help Center, or from within the "it's not working" troubleshooter.

[As applicable, insert information about your institution's help desk, including details about how to contact them. Some help desks want students to run the "System & Network Check" and the "Webcam Check" before they are contacted - and even, to forward the results of these checks at the time of opening a ticket.]

Respondus has a Knowledge Base available from support.respondus.com. Select "LockDown Browser & Respondus Monitor" as the product to view helpful articles.

If you're still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it

Course Outline / Class Schedule*

Week / Date(s)	Topic(s) To be Covered Each Week	Assignments, Quizzes, and Readings to be Completed <i>Before</i> Each Week's First-Class Meeting	In-Class Assignments, Activities, and Writers' Workshops to be Covered Each Week
Week 1	Introduction to Law and Ethics Making Ethical Decisions	<ul style="list-style-type: none"> Complete the Readings and Review the Lecture Notes Watch the videos and discuss Weekly Assignment Weekly Quiz <p>All work to be completed by Sunday 11:59 pm at the end of the week</p>	<ul style="list-style-type: none"> Introduce Yourself Complete the Readings and Review the Lecture Notes Discussion Board Postings by Wednesday
Week 2	Working in Health Care Law, the Courts, and Contracts	<ul style="list-style-type: none"> Complete the Readings and Review the Lecture Notes Watch the videos and discuss Weekly Assignment Weekly Quiz <p>All work to be completed by Sunday 11:59 pm at the end of the week</p>	<ul style="list-style-type: none"> Complete the Readings and Review the Lecture Notes Discussion Board Postings by Wednesday
Week 3	Professional Liability and Medical Malpractice Defenses to Liability Suits	<ul style="list-style-type: none"> Complete the Readings and Review the Lecture Notes Watch the videos and discuss Weekly Assignment Weekly Quiz <p>All work to be completed by Sunday 11:59 pm at the end of the week</p>	<ul style="list-style-type: none"> Complete the Readings and Review the Lecture Notes Discussion Board Postings by Wednesday
Week 4	Medical Records and Informed Consent Privacy, Security, and Fraud	<ul style="list-style-type: none"> Complete the Readings and Review the Lecture Notes Watch the videos and discuss Weekly Assignment Weekly Quiz <p>All work to be completed by Sunday 11:59 pm at the end of the week</p>	<ul style="list-style-type: none"> Complete the Readings and Review the Lecture Notes Discussion Board Postings by Wednesday
Week 5	Physicians' Public Duties and Responsibilities Workplace Legalities	<ul style="list-style-type: none"> Complete the Readings and Review the Lecture Notes Watch the videos and discuss Weekly Quiz <p>All work to be completed by Sunday 11:59 pm at the end of the week</p>	<ul style="list-style-type: none"> Complete the Readings and Review the Lecture Notes Discussion Board Postings by Wednesday

Week / Date(s)	Topic(s) To be Covered Each Week	Assignments, Quizzes, and Readings to be Completed <i>Before</i> Each Week's First-Class Meeting	In-Class Assignments, Activities, and Writers' Workshops to be Covered Each Week
Week 6	The Beginning of Life and Childhood Death and Dying	<ul style="list-style-type: none"> • Complete the Readings and Review the Lecture Notes • Watch the videos and discuss • Weekly Assignment • Weekly Quiz <p>All work to be completed by Sunday 11:59 pm at the end of the week</p>	<ul style="list-style-type: none"> • Complete the Readings and Review the Lecture Notes • Discussion Board Postings by Wednesday
Week 7	Health Care Trends and Forecasts and Review for Final Exam (Cumulative)	<ul style="list-style-type: none"> • Complete the Readings and Review the Lecture Notes • Watch the videos and discuss. You need only post once this week. 	<ul style="list-style-type: none"> • Complete the Readings and Review the Lecture Notes • Discussion Board Postings by Wednesday (you need only post one time) <p>Final Exam opens midnight</p>

****This syllabus is subject to change at the discretion of the instructor.***



Goodwin University Policies and Services

This course adheres to all policies outlined in the Goodwin University catalog.

General academic policies of Goodwin University may be found on the University web site at and in the University catalog at <http://www.goodwin.edu/academics/catalogs.asp>.

Student services information may be found on the Goodwin University website at <https://www.goodwin.edu/student-affairs/> and <http://www.goodwin.edu/library/>.