

## **BUSI 432, Ethical and Legal Environment of Healthcare Administration, Syllabus (3 credits)**

### **COURSE DESCRIPTION**

Students develop a foundational working knowledge of the laws and legal philosophies, rules and regulations, and ethical models that govern healthcare administrators and practitioners. Topics include patient rights and confidentiality, compliance and liability issues, antitrust and taxation laws, legal issues in mergers and consolidations, labor law, and general principles of risk management. The course includes Christian perspectives on these issues. Prerequisite: BUSI 201 Introduction to the Healthcare Industry. Special Consideration: BUSI 432 is a Writing Emphasis course.

### **REQUIRED TEXTS & RESOURCES**

Hammaker, D. & Knadig, T. (2017) Health care ethics and the law. Burlington, MA: Jones & Bartlett Learning. ISBN: 978-1-284-10160-7

NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can found at [www.pointuniversityshop.com](http://www.pointuniversityshop.com).

### **COURSE SCHEDULE**

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

<b>Learning Activities</b>	<b>Graded Assignments</b>	
<b>Preview Week</b>	<b>Course Introduction</b>	
	Review the Syllabus	
	Review Preview Week Introduction	
	Participate in Course Orientation	
	Introduce Yourself Forum (registers attendance)	<b>Mandatory</b>
<b>Week 1</b>	<b>Part 1: The Ethics of Health Care &amp; Values and Principles Confronting Our Health Care System</b>	

	Read: Chapter 1 Hammaker and Knadig pages 1-38 & Chapter 2 pages 39-88	N/A
	PowerPoint Slides Chapters 1 & 2	N/A
	Videos: Introduction and Supplement	N/A
	Discussion Forum 1: Initial & Response to Peer	Initial Post due Week 1 Day 4 (Thursday) & Response to Peer Week 1 Day 7 (Sunday)
	Ethical or Unethical Decision 1: Shared Cost (page 34)	Week 1 Day 7 (Sunday)
	Course Project Part 1: Submit an outline wherein you choose any healthcare organization and identify a specific ethical and legal issue the organization faced. Then choose, from chapter 1 of the Health Care Ethics and the Law textbook, one of the Ethical Decision-making models to apply to the analysis of the issue. Finally, explain why you chose your organization and model for the assignment, and why you believe the model applies to the issue you selected.	Week 1 Day 7 (Sunday)
	Quiz 1: Chapters 1 & 2	Week 1 Day 7 (Sunday)
<b>Week 2</b>		
	Read: Chapter 3 Hammaker and Knadig pages 89-118 & Chapter 4 pages 119-149	N/A
	PowerPoint Slides Chapters 3 & 4	N/A
	Watch Supplemental Videos – Chapters 3 and 4	N/A
	Discussion Forum 2: Initial & Response to Peer	Initial Post due Week 2 Day 4 (Thursday) &

		Response to Peer Week 2 Day 7 (Sunday)
	Ethical Dilemmas 2: 4-4 Ethics of Universal Health Insurance (page 130)	Week 2 Day 7 (Sunday)
	Course Project Part 2: Submit Annotated Bibliography and Thesis Statement	Week 2 Day 7 (Sunday)
	Quiz 2: Chapters 3 & 4	Week 2 Day 7 (Sunday)
<b>Week 3</b>		
	Read: Chapter 6 Hammaker and Knadig pages 175-196 & Chapter 7 pages 197-214	N/A
	PowerPoint Slides Chapters 6 & 7	N/A
	Watch Supplemental Videos – Chapters 6 and 7	N/A
	Discussion Forum 3: Initial & Response to Peer	Initial Post due Week 3 Day 4 (Thursday) & Response to Peer Week 3 Day 7 (Sunday)
	Case Study: Wright v. Illinois DCF (Pages 206-209) American With Disabilities Act of 1990, 2008	Week 3 Day 7 (Sunday)
	Course Project Part 3: Submit Paper Structure and Essay Map	Week 3 Day 7 (Sunday)
	Quiz 3: Chapters 6 & 7	Week 3 Day 7 (Sunday)
<b>Week 4</b>		
	Read: Chapter 8 Hammaker and Knadig pages 217-242 & Chapter 9 pages 243-263	N/A
	PowerPoint Slides Chapter 8 & 9	N/A
	Watch Supplemental Videos – Chapters 8 and 9	N/A

	Discussion Forum 4: Initial & Response to Peer	Initial Post due Week 4 Day 4 (Thursday) & Response to Peer Week 4 Day 7 (Sunday)
	Ethical Dilemmas 9-4: Individual Liability in Medical Malpractice (page 259)	Week 4 Day 7 (Sunday)
	Course Project Part 4: Submit Abstract	Week 4 Day 7 (Sunday)
	Quiz 4: Chapters 8 & 9	Week 4 Day 7 (Sunday)
<b>Week 5</b>		
	Read: Chapter 10 Hammaker and Knadig pages 267-292, Chapter 11 pages 293-318	N/A
	PowerPoints Slides Chapters 10 & 11	N/A
	Watch Supplemental Videos – Chapters 10, & 11	N/A
	Discussion Forum 5: Initial & Response to Peer	Initial Post due Week 5 Day 4 (Thursday) & Response to Peer Week 5 Day 7 (Sunday)
	Ethical or Unethical Decision 5: Criminalization of Exposure to HIV Infection (page 313)	Week 5 Day 7 (Sunday)
	Course Project Part 5: Submit Rough Draft & Table of Content	Week 5 Day 7 (Sunday)
	Quiz 5: Chapters 10 & 11	Week 5 Day 7 (Sunday)
<b>Week 6</b>		
	Read: Chapter 13 Hammaker and Knadig pages 341-370 & Chapter 15 pages 407-430	N/A
	PowerPoints Slides Chapters 13 & 15	N/A
	Watch Supplemental Videos – Chapters 13 and 15	N/A

	Discussion Forum 6: Initial & Response to Peer	Initial Post due Week 6 Day 4 (Thursday) & Response to Peer Week 6 Day 7 (Sunday)
	Ethical Dilemmas 15-2: The Right to Refuse Life-Sustaining Treatment (page 414)	Week 6 Day 7 (Sunday)
	Course Project Part 6: Submit Revised Rough Draft & Executive Summary	Week 6 Day 7 (Sunday)
	Quiz 6: Chapters 13 & 15	Week 6 Day 7 (Sunday)
<b>Week 7</b>		
	Read: Chapter 5 Hammaker and Knadig pages 151-170 & Chapter 16 pages 433-450	N/A
	PowerPoints Slides Chapters 5 & 16	N/A
	Watch Supplemental Videos – Chapters 5 and 16	N/A
	Discussion Forum 7: Initial and Response to Peer	Initial Post due Week 7 Day 4 (Thursday) & Response to Peer Week 7 Day 7 (Sunday)
	Ethical Dilemmas: 16-1 The Ethics of Healthcare Reforms	Week 7 Day 7 (Sunday)
	Course Project Part 7: Submit Final Research Paper	Week 7 Day 7 (Sunday)
	Quiz 7: Chapters 5 & 16	Week 7 Day 7 (Sunday)

## GRADING POLICIES

### Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

## Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Discussion Forums (7 x 25 points)	175
Ethical Dilemmas (7 x 35 points)	245
Course Project Part 1 (Outline, Issue & Ethical Decision-Model)	50
Course Project Parts 2-3 (Annotated Bibliography/Thesis, Paper Structure & Essay Map) 50 points each	100
Course Project Part 4 (Abstract)	40
Course Project Parts 5 -6 (Rough Draft/Table of Content) 50 points each	100
Course Project Part 7: Final Research Paper	100
Quizzes (7 x 30 Questions @ 1 points each)	210
<b>Total Points:</b>	<b>1020</b>

## Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

## COURSE LEARNING GOALS & OBJECTIVES

### TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

<b>Goal 1:</b> Prepare students for ethics, values, and principals of our health care system.	
<b>Objective 1.1:</b> Students review ethical decision-making processes.	5.1
<b>Objective 1.2:</b> Students identify differing models of ethical decision making (Social Media model, Utility Model, Rights Model, Exceptions Model, Choices Model, Justice Model, Common Good Model, and Virtue Model).	5.1, 5.2
<b>Objective 1.3:</b> Students interpret how different ethical models interact and conflict to moral decision making.	5.1

	<b>Objective 1.4:</b> Students explain the effect societal values and principals have on ethical decision-making.	5.1
	<b>Objective 1.5:</b> Students discuss how universal principals effect the approach to ethical decision-making.	2.2, 5.1, 5.2
	<b>Objective 1.6:</b> Students describe the difference between legal and ethical decisions and how they affect the future of socially responsible decisions.	5.1
<b>Goal 2:</b> Prepare students to access patients' ethical, legal rights to affordable health care, patients' rights and responsibilities within the health care system		
	<b>Objective 2.1:</b> Students discuss the ethical results of the economic aspects of health care costs.	5.1
	<b>Objective 2.2:</b> Students observe the Affordable Care Act and management of health care risks as they affect access to health care.	5.1, 5.2
	<b>Objective 2.3:</b> Students interpret ethical challenges to patient's rights to health care and medical treatments.	5.1, 5.2
	<b>Objective 2.4:</b> Students define ethics behind patient rights and responsibilities.	5.1
<b>Goal 3:</b> Prepare students to understand the employer's side of the economics of health care and how these challenges affect the ethics of the health care system.		
	<b>Objective 3.1:</b> Students debate the ethics of lifestyle discrimination as a way of controlling and preventing diseases in the cost-shifting trend of health care.	2.1, 5.1, 5.2
	<b>Objective 3.2:</b> Students discuss the effects of the cost-shift trends of health care as it relates to the overall ethics of the health care system.	5.1
	<b>Objective 3.3:</b> Students examine how employer-employee relationships within the health care system affect the ethical delivery of health care.	5.1
	<b>Objective 3.4:</b> Students critique the role of employer-employee relationships within the health care system.	5.1

<b>Goal 4:</b> Prepare students to discuss the methods to improve the health care system through evidence-based improvements and legal enforcement.		
	<b>Objective 4.1:</b> Students argue the use of evidence-based science to improve health care.	5.1
	<b>Objective 4.2:</b> Students critique ethical dilemmas presented by advancing technology.	5.1
	<b>Objective 4.3:</b> Students summarize the ethical problems with medical malpractice.	5.1, 5.2
	<b>Objective 4.4:</b> Students judge the economic benefits of medical malpractice reform.	5.1
<b>Goal 5:</b> Prepare students to evaluate the ethical dilemmas regarding specific types of health care.		
	<b>Objective 5.1:</b> Students critique the health care system's delivery of mental health services.	5.1
	<b>Objective 5.2:</b> Students debate the health care system's efforts to combat HIV and the availability of treatment options.	2.1, 2.2, 5.1
	<b>Objective 5.3:</b> Students analyze women's reproduction rights.	5.1, 5.2
	<b>Objective 5.4:</b> Students examine availability of contraceptive and abortion services.	5.1, 5.2
	<b>Objective 5.5:</b> Students evaluate the end of life services offered through the health care system.	5.1, 5.2
	<b>Objective 5.6:</b> Students generate a position on the ethics of physician-assisted suicide.	2.1, 5.1, 5.2
<b>Goal 6:</b> Prepare students to predict the future of the health care system and the role of charitable organizations in it.		
	<b>Objective 6.1:</b> Students argue the role charitable organizations play in health care delivery.	5.1, 5.2
	<b>Objective 6.2:</b> Students examine the ethical and economic dilemmas presented by charitable hospitals delivering health services.	5.1, 5.2



	<b>Objective 6.3:</b> Students forecast future changes in the health care system which stem from ethical dilemmas.	5.1
	<b>Objective 6.4:</b> Students conclude how ethical considerations can shape future delivery of health services in the U.S.	5.1

## DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at [disability.services@point.edu](mailto:disability.services@point.edu).

## COURSE EXPECTATIONS

### *Attendance*

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

### *Etiquette & Netiquette*

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to [advising.center@point.edu](mailto:advising.center@point.edu).

### *Policies*

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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