

UNIVERSITY OF THE INCARNATE WORD
School of Professional Studies
HSCI 3330 Legal Issues in Healthcare
COURSE OUTLINE

Overview of the Course

This course presents an overview of the legal issues facing the health care industry. It provides students with a basic working knowledge of health law and ethics. It is a comprehensive and inclusive review of a wide variety of health care legal issues. Students are provided with a realistic knowledge of health law and its application to the real world. This course is an upper division course in the core curriculum category of the Baccalaureate Health Sciences degree programs.

Study Topics:

- Morality and ethics
- Ethical issues in healthcare
- Euthanasia and right to self-determination
- Role of ethics committee
- Sources of U.S. Law
- Tort Law
- Code of ethics
- Credentials, clinical privileges, certification, license
- Health professionals legal and ethical responsibilities
- Healthcare employee rights
- Consent for care
- Patient abuse
- Patient rights and responsibilities

Description of the course:

This course provides students with an understanding of law, regulation and court decisions that affect healthcare organizations as well as the ethical underpinnings and principles that healthcare organizations follow in the delivery of services. A review of contemporary key federal and state laws is provided, including regulatory; scope of practice for practitioners; privacy and confidentiality of patient information; patient protection including advanced directives, right to die, informed consent, malpractice, content of and access to patient records; organizational liability; apparent agency liability; fraud and abuse; safe harbor; conflict of interest legislation; anti-trust law; contract law governing relationships with employed physicians and other providers; risk management; and organizational governance issues. Key ethical principles underpinning healthcare organizations will be considered as will recent court decisions that impact healthcare organizations and management roles.

This course is part of: the core curriculum category of the Baccalaureate Health Sciences degree programs. This course may be offered in a face-to-face, blended and online format.

Outcomes	Assessments will be a combination of the following
<ol style="list-style-type: none"> 1. Define the theories, principles and values associated with ethics. 2. Analyze ethical arguments on current and past controversial medical issues. 3. Assess the legal and ethical implications regarding end-of-life issues 4. Explain the elements of the tort trial process and the potential outcomes. 5. Evaluate the execution of a organization's duties and responsibilities to accepted professional ethics. 6. Describe how ethics and the law can impact on various healthcare professionals. 7. Explain the rights and responsibilities of healthcare employees/staff. 8. Examine the legal, ethical and professional elements of consent. 9. Identify the signs and reporting requirements for abuse. 10. Explain how patient rights and responsibilities are tethered together and are not mutually exclusive but equally important. 11. Relate current problems and societal issues to the course content. 	<p>Written and/or oral discussion, examinations, class exercises, case studies, presentations (individual or group), or formal research based paper</p>

Course Outline

Week	Chapter Readings and Discussions	In Class and Homework Assignments	
Week #1	Chapter 1 Introduction to Ethics	a. Read: Ch 1 & 2	-
	Chapter 2 Contemporary Ethical Dilemmas	b. Instructional Media: Ch 1 & 2 Lecture	(2)
		c. Discussion: Acknowledgement - Course Outline & Syllabus/APA Writing Style	-
		d. Discussion Board I (Autobiography)	(1)
		e. Discussion Board II	(1)
		f. Weekly Summary	(1)
		g. Quiz – Chapters 1 & 2	(1)
Week #2	Chapter 3 End-of-Life Dilemmas	a. Read: Ch 3 & 4	-
		b. Instructional Media: Ch 3 & 4 Lecture	(2)
		c. Discussion Board	(1)

	Chapter 4 Health Care Ethics Committee	d. Article Review	(1)
		e. Weekly Summary	(1)
		f. Quiz – Chapters 3 & 4	(1)
Week #3	Chapter 5 Development of Law Chapter 6 Introduction to Law	a. Read: Ch 5 & 6	-
		b. Instructional Media: 5 & 6 Lecture	(2)
		c. Discussion Board	(1)
		d. Article Review	(1)
		e. Weekly Summary	(1)
		f. Quiz: Chapters 5 & 6	(1)
Week #4	Chapter 7 Government Ethics and the Law Chapter 8 Organizational Ethics and the Law	a. Read: Ch 7 & 8	-
		b. Instructional Media: Ch 7 & 8 Lecture	(2)
		c. Discussion Board	(1)
		d. Weekly Summary	(1)
		e. Midterm Exam: Chapters 1-8	
Week #5	Chapter 9 Health Care Professionals Legal-Ethical Issues Chapter 10 Physician Ethical and Legal Issues	a. Read: Ch 9 & 10	-
		b. Instructional Media: Ch 9 & 10 Lecture	(2)
		c. Discussion Board	(1)
		d. Article Review	(1)
		e. Weekly Summary	(1)
		f. Quiz: Chapters 9 & 10	(1)
Week #6	Chapter 11 Employee Rights and Responsibilities Chapter 12 Patient Consent	a. Read: Ch 11 & 12	-
		b. Instructional Media: Ch 11 & 12 Lecture	(2)
		c. Discussion Board – Student Presentation	(2)
		e. Weekly Summary	(1)
		f. Quiz: Chapters 11 & 12	(1)
Week #7	Chapter 13 Patient Abuse Chapter 14 Patient Rights and Responsibilities	a. Read: Ch 13 & 14	-
		b. Instructional Media: Ch 13 & 14 Lecture	(2)
		c. Discussion Board	(1)
		d. Paper	(2)
		e. Quiz: Chapters 13 & 14	(1)
1Week #8	Chapter 15 Summary Case: Search for the Truth	a. Read: Ch 15	-
		b. Instructional Media: Ch 15 Lecture	(1)
		c. Discussion Board	(1)
		d. Article Review	(1)
		e. Weekly Summary	(2)
		f. Final Exam: Chapters 1-15	
		Total AIE	45

Total 44 hours

Note: Each week you will notice a number in parenthesis. This is the Alternative Learning Equivalencies for this course. It is an expectation for the minimum amount of time (hours) you will spend on each topic during the week. Its primary purpose is for accreditation.

Grading Activities Criteria and Guidelines

Grading Standards:

Discussion/Participation	25%
Homework/Assignment	20%
Research Paper	10%
Midterm Examination	20%
<u>Final Examination</u>	<u>25%</u>
Total	100%

Grading Scale:

A	93 - 100	B-	80 - 82	D+	67 – 69
A-	90 - 92	C+	77 - 79	D	63 – 66
B+	87 - 89	C	70 - 76	D-	60 – 62
B	83 - 86	There is no C- grade at UIW		F	< 60

A and A- indicates a superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations.

B+, B, and B- indicates better than average grasp of the subject matter of the course and ability to apply principles with intelligence.

C+ and C indicates an acceptable grasp of the essentials of the course.

D+, D, and D- indicates less than average performance in the course.

F indicates failure to master the minimum essentials of the course. The course must be repeated.

Discussion:

Students are encouraged to use outside materials and examples in class discussions, whether online (in online version of the class) or on-ground. Constructive class contribution includes being present, engaged, and professional. We will try to spend time each class discussing content in addition to lectures. Students will be expected to participate in discussion by asking questions, sharing examples, presenting arguments, and sharing real-world applications.

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- **Participation, Punctuality and Attendance:** Attendance: Abide by the UIW Attendance Policy as stated in the Catalog: <https://uiw.smartcatalogiq.com/en/2019-2020/Catalog/VII-Institutional-Academic-Policies/Attendance-and-Religious-Observance-Policies>

- Copies of homework, tests, exams, and e-mail communication: Save for your records
- Assignments and homework with due dates: Expected to be turned-in on time

Academic Integrity Policy

University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms, which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word.

UIW Course Policies, Guidelines and Accommodations

This course complies with all UIW academic policies and federal guidelines, including but not limited to: academic integrity, disability accommodations, pregnancy accommodations, Title IX non-discrimination, and class absences for religious observances. Current policy statements will be provided to all students through the learning management system and in information provided on the first day of class

Homework Rubric:

Use APA style writing as the standard format. Homework will be graded using the rubric below:

Homework Rubric				
Criteria	90 - 100% Excellent	80 – 89% Good	70 – 79% Fair	Below 70% Poor
Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements
Analysis, evaluation, and recommendations	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents specific, realistic, and appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations supported by the information presented and concepts from the reading	Presents an incomplete analysis of the issues identified
Research	Supplements case study with relevant and extensive research into the present situation of	Supplements case study with relevant research into the present situation of	Supplements case study with limited research into the present situation of the	Supplements case study, if at all, with incomplete

	the company; clearly and thoroughly documents all sources of information	the company; documents all sources of information	company; provides limited documentation of sources consulted	research and documentation
Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized

Discussion Rubric:

	<70%	70%-79%	80%-89%	90%-100%
Business Acumen	Does not demonstrate competence in course concepts, either by lack of connection to concepts in contributions, or by misrepresenting concepts when used.	Demonstrates limited competence in course concepts. There is significant room for improvement in terms of the scope and the depth of content coverage.	Demonstrates competence and accuracy in using course concepts OR makes frequent effort to use course concepts, but with room for improvement in terms of consistency, and level of detail.	Frequently uses a wide range of concepts from the class materials, demonstrating competence and accuracy in the use of concepts.
Critical Thinking	Does not demonstrate critical thinking. Does not work with peers to devise ways to cover course content. Student does not critically examine arguments, alternatives, and analysis.	Rarely demonstrates critical thinking, appearing to be willing to accept all written and spoken statements as fact rather than exploring or challenging ideas. Rarely works with peers to outline approaches to covering course	Occasionally engages in activities designed to cause depth of thinking, including occasional questions, or efforts to address the unknown or challenge assumptions. Occasionally works with peers to structure learning processes.	Frequently asks and makes an effort to explore relevant, thought-provoking questions to advance the conversation and encourage deeper exploration of concepts. Facilitates content coverage. Critically examines arguments,

		content. Room for improvement in terms of critically examining course content.	Occasionally critically examines arguments, alternatives, and analyses.	alternatives, and analyses.
Personal Effectiveness	Student does not demonstrate personal effectiveness. Lack of engagement results in little or no impact on learning, OR contribution effort has a negative impact on self and others.	Infrequent contribution effort leading to limited influence on the group. Infrequently engages peers using a wide variety of participatory behaviors. Contribution effort occasionally has a negative impact.	Occasional contribution effort, however, positive impact and influence on class discussions when contributions are made. There is room for improvement in terms of engaging peers using a variety of contribution guidelines.	Consistently uses a wide range of contribution approaches, leading to clearly positive influence and impact on the class discussions and the learning of self and others.

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