

**HS450-001 (10957): Law, Values, and Health Care**  
**Oakland University**  
**School of Health Sciences, Fall 2016**

**Instructor:** Christina Papadimitriou, PhD

**Course time:** Mondays 5:30-8:50 PM

**Course location:** HHS Room 5036

**Contact:** (248) 364-8844, cpapadimitriou@oakland.edu or through “Messages” on Moodle

**Office:** Human Health Building 3100

**Office Hours:** Monday & Thursday 3-4:30 PM

**OU Police Emergency:** 248-370-3333 or text: MRAVE (67283), in the Message area, type OUPD, then space, then your message.

**Course description:** An examination of the ethical theories, legal concepts, and institutions that shape and control professional responsibility, licensure and related problems in the organization and delivery of health care services, along with the questions that are associated with maintaining and terminating life. Application of knowledge acquired in general education and core AHS/HS courses. Satisfies the University General Education Capstone Writing Requirement.

**Course Prerequisites:** *Senior standing, WRT 160.*

**General Education Learning Outcomes: After completion of this course, students will have:**

**A. Writing**

1. Knowledge of the elements, writing processes, and organizing strategies for creating analytical and expository prose.
2. Effective rhetorical strategies appropriate to the topic, audience, context, and purpose.

**B. Integration Knowledge Area (Capstone)**

1. Appropriate uses of a variety of methods of inquiry and recognition of ethical considerations that arise.
2. The ability to integrate the knowledge learned in general education and its relevance to the student’s life and career.

**Course Objectives** (After completion of this course, students will be able to):

1. Identify and understand key ethical and moral principles to apply in analyzing issues in medical ethics.
2. Describe the development of legal concepts and apply them to key subject areas in medical ethics.
3. Comprehend the attributes and limitations that the law brings to biomedical developments.
4. Identify and analyze the rights and responsibilities of health care providers and patients.
5. Apply ethical principles and legal concepts to common dilemmas in medical ethics in classroom discussion and through preparation of a written case analysis.
6. Describe decision-making forums for resolving dilemmas in medical ethics.
7. Identify future trends in medical ethics.
8. Understand the role of licensure and federal and state regulation of medical professionals.
9. Understand the role and influence of professional ethics in health care delivery.
10. Describe the elements of a malpractice claim and the impact of malpractice litigation on health care delivery.
11. Demonstrate appropriate use of a variety of methods of inquiry and recognition of ethical considerations that arise and the ability to integrate the knowledge learned in general education and its relevance to the student’s life and career.
12. Successfully apply four cross-cutting generic capacities that are of the Oakland University General Education program, namely, critical thinking, social awareness, effective communications, and subject specific information literacy.
13. Demonstrate knowledge of the elements, writing processes, and organizing strategies for creating analytical and expository prose.

**Required course material and readings:**

Jones, G. & Demarco, J. (2016). *Bioethics in Context: Moral, Legal, and Social Perspectives*. Broadview Press: Ontario, Canada.

Fadiman, A. (2012). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. Farrar Straus & Giroux.

Other readings will be posted on Moodle. Students must bring a notebook with blank paper to every class.

Each reading assignment should be completed **prior** to the class session for which it is assigned. The readings provide critical background information and the foundation needed to thoughtfully participate in discussions and to successfully complete class activities.

**Instructional methods:** Classes will include readings, lectures, group work and projects, guest lectures, small group discussion, and multimedia class presentations.

**Course communication:** Moodle will be used for course-related communication and it is the best way to contact the instructor. The instructor will respond to Moodle messages within 48 hours, not including weekends and holidays.

All announcements, assignments, and grades will be posted on Moodle. It is the student's responsibility to regularly check for announcements, handouts, reading materials, and assignment instructions.

*If any student experiences a problem or issue of any sort, please contact the instructor with 1) a detailed description of the issue/situation, 2) reason for the issue, and 3) suggested resolution or request.*

**Ethics and Academic Integrity:** The faculty of the School of Health Sciences believes that the conduct of a student registered or taking courses in the School should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the School.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), unauthorized collaboration, and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct expected in this course. The Oakland University policy on academic conduct will be strictly followed with no exceptions. See catalog under Academic Policies and Procedures.

**Electronic devices:** Turn off all electronic devices- *including laptop computers and cellular devices*- and store them away during class *unless* the class activity requires the use of these devices. The instructor reserves the right to ask a student to leave the class for any disturbances.

**Accessibility Statement:** Oakland University is committed to providing an accessible educational environment in collaboration with the Disability Support Services (DSS). Any student requiring an academic accommodation due to a disability should let their faculty member know as soon as possible. Students who need academic accommodations based on the impact of a disability will be encouraged to contact the DSS if they have not done so already. The DSS is located on North Foundation Hall, Room 103A, 318 Meadow Brook Road; (248) 370-3266; <https://oakland.edu/dss/>

**Late work/University approved absences:** No late work or "make-ups" will be accepted unless discussed prior to a *University Approved Absence*. Plan to turn-in all assignments on time! Assignments must be turned in by **5:30 PM** on the assigned due date unless otherwise specified or they will not be accepted.

**University Approved Absences:** Students must put into writing and provide documentation for any *University Approved Absence* (illness, deaths in immediate family, religious observances, approved participation in intercollegiate athletics or student government activities) they know about and discuss the absence(s) with the instructor during the second week of class. For unexpected issues (illness, deaths in the immediate family), students must contact the instructor upon onset of the issue and must provide documentation to the instructor they day they return to class if they wish to receive a *University Approved Absence*.

If a student misses class, it is his/her responsibility to get material from someone else in the class. Remember, classmates are also excellent resources for reviewing notes, brainstorming research topics, and studying for tests.

**Class attendance and participation:** Class attendance and participation are required. Throughout the semester, students will partake in a variety of in-class assignments. These assignments cannot be made up unless the student has a *University Approved Absence*.

**Course evaluations:** During the last week of class, a final course evaluation will be distributed. This will be each student’s opportunity to assess the course and the instructor. These evaluations are anonymous and the results will be provided to the instructor after the final course grades have been submitted.

Students are also encouraged to informally contact the instructor with suggestions about the course if it is done in a constructive and respectful manner. These suggestions are invaluable as the instructor may be able to incorporate ideas into the current class mid-semester. Additionally, these suggestions help formulate the course in future semesters.

**Academic assistance:** Students may wish to seek additional resources at:  
 Help with written assignments: [Oakland University Writing Center](http://www.oakland.edu/ouwc/)  
<http://www.oakland.edu/ouwc/>

General study help: [The Tutoring Center](http://www.oakland.edu/tutoring)  
<http://www.oakland.edu/tutoring>

**Grading policies:** In this course, students do not compete against each other for grades. Each student’s grade will be based on the number of points earned during the semester. A grade of “I” (Incomplete) is used in the case of severe hardship beyond the control of a student that prevents completion of course requirements. University regulations do not permit the use of a grade of “I” to avoid a low or failing grade. The student and the professor must complete the form “Request for an Incomplete Grade,” available from the professor or the Dean of Health Sciences office. The “I” grade must be approved at least one day before the final examination. It is the professor’s decision whether to allow an Incomplete grade. Procedures for completing the work in the course are spelled out on the “Request for an Incomplete Grade” form. An Incomplete grade must be converted to a numerical grade within the first 12 months after completing the “Request for an Incomplete Grade” form. The Oakland University Academic Policies and Procedures will govern any dispute.

**Grade disputes:** Students have a *ten-day time limit* to make any grade appeals in writing by email or through Moodle to the instructor.

**Course Grading Scale:**

| Letter | Points | Grade |   |     |     |   |     |     |   |      |     |
|--------|--------|-------|---|-----|-----|---|-----|-----|---|------|-----|
| A      | 1000   | 4.0   | B | 890 | 3.5 | C | 790 | 2.9 | D | 690  | 1.9 |
|        | 990    | 4.0   |   | 880 | 3.5 |   | 780 | 2.8 |   | 680  | 1.8 |
|        | 980    | 4.0   |   | 870 | 3.4 |   | 770 | 2.7 |   | 670  | 1.7 |
|        | 970    | 3.9   |   | 860 | 3.4 |   | 760 | 2.6 |   | 660  | 1.6 |
|        | 960    | 3.9   |   | 850 | 3.3 |   | 750 | 2.5 |   | 650  | 1.5 |
|        | 950    | 3.8   |   | 840 | 3.3 |   | 740 | 2.4 |   | 640  | 1.4 |
|        | 940    | 3.8   |   | 830 | 3.2 |   | 730 | 2.3 |   | 630  | 1.3 |
|        | 930    | 3.7   |   | 820 | 3.2 |   | 720 | 2.2 |   | 620  | 1.2 |
|        | 920    | 3.7   |   | 810 | 3.1 |   | 710 | 2.1 |   | 610  | 1.1 |
|        | 910    | 3.6   |   | 800 | 3.0 |   | 700 | 2.0 |   | 600  | 1.0 |
|        | 900    | 3.6   |   |     |     |   |     |     | F | ≤590 | 0.0 |

| Course Assignments                       | Points      |
|--|-------------|
| <b>Class Participation</b>               | 140         |
| <b>Case Analysis</b>                     | 300         |
| <b>Exams (2@ 100 points each)</b>        | 200         |
| <b>PBL project (multiple components)</b> | 300         |
| <b>Reflection (using Fadiman)</b>        | 60          |
| <b>Total</b>                             | <b>1000</b> |

**Tentative Course Schedule\*\***

| <b>Week</b> | <b>Date</b>      | <b>Topic</b>  | <b>Readings*</b>                               | <b>Due</b>   |
|-------------|------------------|---|--|--|
| 1           | Jan 4            | Introduction to the course<br>Ethical theories (Utilitarianism, Kantian Deontology, Rule Theory)      | Syllabus<br>Grady 2013<br>Grady ppt            | Student introduction sheet to be completed in class  |
| 2           | Jan 11<br>Online | Ethical theories (Utilitarianism, Kantian Deontology, Rule Theory)                                    | Textbook pp. 25-48                             | Forum #1 Due by Saturday midnight  |
| 3           | Jan 18           | Major moral principles<br>Basic Law   | Munson, 2012 pp. 891-904<br>Textbook pp. 73-83 |  |
| 4           | Jan 25           | Justice and the Right to Care<br>The ACA and Social Determinants of Health                            | pp. 85-115<br>pp. 115-128                      |  |
| 5           | Feb 1            | The ACA and Social Determinants of Health Continued<br>The Duty to Treat                              | pp.131-146<br>pp. 443-468                      | Exam 1<br>Forum #2 Due by Saturday midnight  |
| 6           | Feb 8            | Research Ethics & Informed Consent<br>Film: Nazi Medicine<br>Privacy, Confidentiality, and HIPAA      | pp. 157-211<br>pp. 297-327                     |  |
| 7           | Feb 15           | Pick PBL projects   |  | Forum #3 Due by Saturday midnight  |
| 8           | Feb 22           | NO CLASS. Break.  |  |  |
| 9           | Mar 1            | Peer review of case analysis<br>Cultural Competency<br>PBL workday                                    | pp. 329-363                                    | Draft of case analysis for peer review; bring paper copy                                       |
| 10          | Mar 8            | Issues in Human Reproduction-<br>Abortion<br>PBL workday  | pp. 367-381                                    |  |
| 11          | Mar 15           | Issues in Human Reproduction-<br>IVF, Surrogacy, Sterilization<br>PBL workday                         | pp. 381-389                                    |  |
| 12          | Mar 22<br>Online | Issues in Human Reproduction-<br>Genetic Testing, Enhancement, Stem Cells, and Cloning<br>PBL workday | pp. 390-410                                    | Reflection Due<br>Forum #4 Due by Saturday midnight  |
| 13          | Mar 29           | Informed Refusal and the Discontinuation of Treatment<br>PBL workday                                  | pp. 221-261                                    | Case Analysis <b>Revision</b><br>Due by Saturday midnight<br>Forum #5 Due by Saturday midnight |
| 14          | Apr 5            | Exam 2<br>PBL presentations   |  | Exam 2<br>PBL portfolio  |
| 15          | Apr 12           | PBL presentations   |  | PBL portfolio  |

**\*\*This syllabus and tentative schedule are subject to change if necessary to meet the needs of the students, guest speakers, or the instructor.**

**\*All readings should be completed by the class period for which they are assigned, and additional readings will be posted on Moodle.**

**\*All project assignments will be returned to students with comments and suggestions. Students must keep all returned assignments until final grades have been posted. If there is a grading dispute or concerns regarding the**

**final paper and poster, the instructor reserves the right to see all of the student's returned assignments throughout the semester.**