



## **Sam Houston State University** **Health Law & Ethics Course Syllabus**

**Course Specifics:** HLTH 4375, Section 1, Spring 2018  
College of Health Sciences, Dep't of Population Health

**Time & Location:** 9:30 am - 10:50 pm MW, Lee Drain, Room 204

**Required Resources:** Hammaker, D.K. (2017). *Health care ethics & the law*.  
Burlington, Mass: Jones Bartlett Learning.

**Professor Details:** Christine Cardinal, MPH, JD  
(936) 294-2735, [cardinal@shsu.edu](mailto:cardinal@shsu.edu)  
Office: CHSS, 432 G

Office Hours: Monday: 12:30 – 1:30 pm, Office  
Tuesday: 9:30 am – 1:30 pm, Office  
Wednesday: 12:30 – 1:30 pm, Office  
Thursday/Friday: By appointment, Woodlands Center

**Course Description:** This course is 3 credit hours and presents an overview of the legal and ethical 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 law issues. Students are provided with basic knowledge of health law and its application to ethical dilemmas in the real world.

**Writing Enhanced Course Specifics:** This is a W course, which means that at least 50 percent of your final grade will be derived from writing activities designed to help you master course objectives. In this course, 65% of your grade will come from your writing. Hence, you are strongly encouraged to visit the SHSU writing center; their website is <http://www.shsu.edu/centers/academic-success-center/writing/>; their email is [wctr@shsu.edu](mailto:wctr@shsu.edu); their phone is (936) 294-3680. You will be required to visit the center twice this semester (before you submit your debate paper & before you submit your final paper). Visit Purdue Owl Writing Lab for APA formatting advice at <https://owl.english.purdue.edu/owl/resource/560/01/>

**Expectations & Format:** You are expected to be present for all classroom sessions. While you as individual students are expected to complete all homework assignments in order to gain a basic understanding of the subject material, we as a classroom unit will deepen our comprehension of the material through application and discussion of the assignments during class sessions. We will review media resources including film, television, you-tube, and radio clips; likewise, I will provide discussion opportunities, PPT

slides, lectures, writing assignments, case briefs, quizzes, exams and a cumulative debate project (oral and written) to help us accomplish all of the course objectives.

### Course Schedule

Week	Topics	Assignments
<b>Week 1</b> 01/17/18	Introduction to Classroom Policies, Ryan's Challenge Documents on BB	<ul style="list-style-type: none"> <li>Review Syllabus</li> <li>Get Book</li> <li>Consider Debate Topics</li> <li>Read/Review Ryan's Challenge Website</li> </ul>
<b>Week 2</b> 1/22-01/24	Read Chapters 1-2	You will each be assigned an aspect of Chapter 2's American ethic. Please choose a movie that relates to the essence of your ethic and be ready to present and explain it on Monday morning.
<b>Week 3</b> 01/29-01/31	Chapters 3 & 4  <i>Payne</i> –on BB  Skip Chapters 5 & 6	<ul style="list-style-type: none"> <li>1/29 Aris <i>Golden Gate</i>- CRB p. 111</li> <li>1/29 Jerralyn <i>Payne</i> –on BB</li> <li>1/29 Jennifer <i>Swank</i> –on BB</li> <li>1/31 ???? <i>Cigna Corp.</i>- CRB p. 128</li> <li>1/31 Isabel <i>Sorrell</i> –CRB p. 132</li> <li>1/31 Macie <i>Abigail Alliance</i>- CRB p. 135</li> <li>Complete Quiz &amp;/or Case Brief</li> </ul>
<b>Week 4</b> 02/5 – 2/7	Outline Due  Chapters 7, 8 & 9	<ul style="list-style-type: none"> <li>2/5 Taryn <i>Enloe</i> - CRB p. 205</li> <li>2/5 Rachal <i>Long Island</i>- CRB p. 207</li> <li>2/5 Shamyra Consumers' Checkbook p. 229</li> <li>2/7 Maria P. <i>Torres-Lazarini</i>- CRB p. 248</li> <li>2/7 Anjee <i>Coombes</i>- CRB p. 255</li> <li>Report on Ryan's Challenge</li> <li>Debate reference list and outline due 9/26</li> <li>Complete Quiz &amp;/or Case Brief</li> </ul>
<b>Week 5</b> 02/12 -02/14	Chapters 10 & 11  <i>Velasquez Case &amp; Batista Case</i> On Blackboard	<ul style="list-style-type: none"> <li>02/12 Aidee <i>DeJesus</i>- CRB p. 275</li> <li>02/12 Marleny <i>Doe ex rel. Tarlow</i>- CRB p. 279</li> <li>02/12 Dulce <i>Ernst</i>- CRB p.283</li> <li>02/12 Kyrstin <i>US v. Franklin</i>- CRB p.285</li> <li>02/14 Kendall <i>Waddell</i>- CRB p. 303</li> <li>02/14 Sara H. <i>State v. Batista</i>- BB</li> <li>02/14 Jocelyne <i>Velasquez</i>- BB</li> <li>Complete Quiz &amp;/or Case Brief</li> </ul>
<b>Week 6</b> 02/19- No Class Debate Work Day 02/21 –Regular Class Schedule	Chapter 12	<ul style="list-style-type: none"> <li>02/19 Debate Draft Due</li> <li>02/21 Elijah <i>City of New York</i>- CRB p. 322</li> <li>02/21 Sarah S. <i>Dis't of Col. v. Heller</i>- CRB p. 324</li> <li>02/21 Hermilo <i>McDonald</i>- CRB p. 326</li> <li>Complete Quiz &amp;/or Case Brief</li> </ul>
<b>Week 7</b> 02/26 – 02/28	Chapters 13 & 14 Texas Monthly Article	<ul style="list-style-type: none"> <li>02/26 Hannah <i>Standridge</i>- CRB p. 350</li> <li>02/26 Courtney A. <i>Gonzalez</i>- CRB p. 357</li> <li>02/26 Kourtney B. <i>Plan'd Paren'd</i> –CRB p. 366</li> <li>02/28 Olasubomi Pelman –CRB p. 387</li> <li>02/28 Jordan <i>Monsanto</i> –CRB p. 391</li> </ul>

		<ul style="list-style-type: none"> <li>• Report on Ryan's Challenge</li> <li>• Complete Writing Assignments</li> <li>• Complete Quiz &amp;/or Case Brief</li> </ul>
<b>Week 8</b> 03/05-03/07	Chapters 15 & 16 & the <i>Morris</i> Case on BB	<ul style="list-style-type: none"> <li>• 03/05 Rebecca <i>Gonzalez</i> –CRB p. 421</li> <li>• 03/05 Samantha <i>Morris</i> –BB</li> <li>• 03/07 Elizabeth <i>Florida</i> –CRB p. 441</li> <li>• 03/07 Ashley <i>NFIB</i> –CRB p. 443</li> </ul>
<b>Week 9 S-Break</b> <b>Week 10</b> 03/19-03/21	No Classes Week 9 Week 10: 03/19 Paper Due Ryan's Challenge Document Review Debate Practice & Prep	03/19 Ryan's Challenge Presentations: HC & Marijuana RC Teams
<b>Week 11</b> 03/26-03/28	03/26 <b>Gun Debate</b> 03/28 <b>PAD Debate</b>	There will be exam questions on your peers' debates!
<b>Week 12</b> 04/02-04/04	04/02 <b>Vaccine Debate</b> 04/04 <b>Marijuana Debate</b>	There will be exam questions on your peers' debates!
<b>Week 13</b> 04/09-04/11	04/09 <b>HC Debate</b> 04/11 Ryan's Challenge	There will be exam questions on your peers' debates! 04/11 Ryan's Challenge Presentations Vaccine & PAD RC Teams
<b>Week 14</b> 04/16-04/18	Future of HC <i>Sick Around America</i>	04/16 Ryan's Challenge Presentation Gun RC Team
<b>Week 15</b> 04/23-04/25	<b>Review &amp; Exam</b> <b>04/25 in our regular</b> <b>class room at the</b> <b>regular time</b>	<b>Exam on 04/25</b> <b>Your exam IS NOT during finals week!!</b> <b>It is in our regular class period.</b>
<b>Week 16</b> 04/30-05/01	Turn in Final Paper on Blackboard	Ryan's Challenge Paper Due 04/30 Happy Summer!

**ASSESSMENT AND GRADING POLICY:** Late assignments will not be accepted short of a doctor's note. Course grades will be based on the course professor's evaluation of each student's performance on the required components of the course according to the following scale, and while some assignments may be completed in groups, students will still be graded on an individual basis.

#### Individual

#### Writing Assignments

**55%**

1 = 3%; 2 = 30%; 3 = 2%; 4 = 10%; 5 = 10%

1) *Debate Outline: 02/05*

2) *Debate Draft: 02/19 & Debate Paper: 03/19*

*Do your best on the draft. You will need to cite several sources including scientific journal articles, law review articles and court opinions/cases. It should be between 5-10 pages in APA format. No abstract needed. Please turn in on BB. The grades will be averaged together for your thirty percent.*

- 3) *Debate Notecards: 03/26*
- 4) *1 Case Response Brief [CRB] Example on BB*
- 5) *Ryan's Challenge Paper*  
*2-4 pages relating current health law events to Ryan's Challenge, Ryan's Challenge documents, & course material, delivered in a 12 point font, double spaced, 1" margined, APA referenced format*

<b>Participation &amp; Quizzes</b>	<b>10%</b>	<i>Daily!!!</i>
<b>Group In-Class Debate</b>	<b>10%</b>	<i>03/26 - 04/04 –Individual grades despite the group</i>
<b>Exam</b>	<b>12%</b>	<i>50 MPC ?s (50%) + 2 essays (50%) 04/25</i>
<b>Group Ryan's Challenge</b>	<b>12%</b>	<i>In this course, you will engage in health law research pertinent to the goals and mission of Ryan's Challenge, a non-profit organization seeking to further research and support families with vascular Ehlers Danlos. You will monitor current health law changes and identify legislation, executive orders, and jurisprudence that affect families with vascular Ehlers Danlos. When you identify such a change, you will then translate the event in health law into appropriate explanations taking into consideration varying levels of health literacy. Throughout the semester, each of you will be afforded an opportunity to present your unique, individual reports to the class. Your submissions may be shared with the families supported by Ryan's Challenge; hence, they should be well thought out, thoroughly cited in APA format, and grammatically correct.</i>
<b>Peer Review</b>	<b>1%</b>	<i>Please review your group members' efforts in the Ryan's challenge project. You must list one way each member could have improved and at least one thing they each did right. Please include yourself. Bob Bearkat –He could have improved by showing up to meetings. –He provided an excellent article and translated the material into easy to understand text for families.</i>

**A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = <60%**

### **General Writing Assignment Grading Rubric:**

**5:** The principal characteristic of a 5 writing assignment is its significant and applicable content. The student will present an analytical argument, looking at ideas from more than one point of view, and addressing difficult questions following them up with analysis. Sometimes an assignment achieves a 5 because a student develops a thoughtful and well-defined interpretive approach and an awareness of his or her own position in relation to the positions in the assigned readings. 5 assignments will have used spellcheck and reveal less than two grammatical, punctuation or spelling errors.

**4:** The 4 assignment delivers substantial information and adheres to the assignments basic parameters. The paper does everything a 3 assignment does but offers a sustained and meaningful structure and a project that is more complex than what one finds in a 3-range assignment. The assignment might tackle a significant contradiction, problem, or moment of connection in the readings and develop it in a sustained way. The assignment shows the student beginning to take interpretive risks, responding to the assignment and to the readings in thoughtful and distinctive ways. 4 assignments will have used spellcheck and include no more than three grammatical, punctuation or spelling errors.

**3:** The 3 assignment is competent and is reasonably well organized and developed. C papers demonstrate the student's ability to work with more than one reading and to create meaningful connections between assigned readings. 3 papers comment on and use the ideas in the readings rather than just summarizing them. 3 papers achieve a passing grade by demonstrating one outstanding or two significant moments of analysis in an otherwise flawed or undistinguished performance. Although errors may appear on each page, they do not significantly impede the meaning of the assignment. There are fewer than four grammatical, punctuation or spelling errors.

**2:** The 2 assignment resembles a first draft. It may reveal some organization, but what is presented is neither clear nor effective. It may contain the germ of some good ideas, but these are not well developed or unified. A D paper may do one thing really well and another not at all—for instance, it may be full of interesting ideas but entirely without formal control. Or it may be very correct and neat but present no original ideas at all. It is unable to make a meaningful connection between the assigned readings. There are fewer than ten grammatical, punctuation or spelling errors.

**1:** A 1 assignment does not engage with the assigned readings or meet the basic construction requirements of the assignment. A 1 assignment demonstrates a serious lack of basic reading comprehension. It has no coherent sense of project, little sense of the connections, and/or no organizational structure. It has substantial grammatical, punctuation and spelling errors.

**Response to Brief Instructions:** The text breaks down relevant cases into case briefs summarizing the case's Facts, Legal Analysis, Rule of Law, Ethics Issue, Ethics Analysis, and the Court's Holding and Decision. In your *Responses*, first explain how the holding and decision answered "yes" or "no" to the question posed in the statement of the issue. Next, compare and contrast the legal analysis vs the ethical analysis supporting the answer, and finally, please offer your personal opinion on the holding justified by ethical/legal theory. Type your *Response* in 12 pt. font such as Arial, Calibri, or Times New Roman, and layout your page with one-inch margins and double spacing. Please type 1-2 pages, between 250-500 words. *Due dates: It should be uploaded at least 24 hours BEFORE the class period in which you will present your response.*

**Optional Extra Credit -This is the only extra credit option for this course & it is available to all.**

Read *When Breath Becomes Air* by Paul Kalinithi.-Audible run time is five and half hours. [https://www.amazon.com/s/?ie=UTF8&keywords=when+breath+becomes+air&tag=googhydr20&index=aps&hvadid=177134488282&hvpos=1t2&hvnetw=s&hvrnd=5154180868367152209&hvpone=&hvpstwo=&hvmqmt=e&hvdev=c&hvdvcmdl=&hvlocint=&hvllocphy=9027721&hvtargid=kwd-131214311094&ref=pd\\_sl\\_7fpgn0o6eg\\_e](https://www.amazon.com/s/?ie=UTF8&keywords=when+breath+becomes+air&tag=googhydr20&index=aps&hvadid=177134488282&hvpos=1t2&hvnetw=s&hvrnd=5154180868367152209&hvpone=&hvpstwo=&hvmqmt=e&hvdev=c&hvdvcmdl=&hvlocint=&hvllocphy=9027721&hvtargid=kwd-131214311094&ref=pd_sl_7fpgn0o6eg_e)

Then, relate the book to the health laws we have reviewed in this course. Focus on patient treatment and employment law. This assignment may be completed as a short paper. It should be two to three pages, Times New Roman, double spaced, 12pt font. Completion of this assignment with less than 3 grammatical, spelling or punctuation errors and the inclusion of evidence that you have in fact read/listened to the book will result in the addition of ten points to your lowest assignment grade. The ten points will be added after the grading of your last assignment. The extra credit needs to be submitted before 04/16/18. –I will add the points in the place most advantageous to your overall grade.

***E-mail Netiquette:***

- Don't be rude or presumptive.
- Do not begin emails with Hey, Hiya, Wassup or any vernacular greeting.
- Address the recipient with respect, Professor, Doctor etc.
- Use a descriptive Subject Line
- Please sign your email with your name.
- If emailing from Blackboard, include your SHSU e-mail address after your name.

***Academic Integrity/Honor Code:*** Enrollment is considered as implicit acceptance of the rules, regulations, and guidelines governing student behavior at Sam Houston State University. It the responsibility of the student to be familiar with all policies governing academic conduct. <http://www.shsu.edu/intranet/policies/>

\*\*\* **DO NOT CHEAT or PLAGIARIZE!** \*\*\*

If a student is discovered to have cheated/plagiarized *including but not limited to self-plagiarism*, the student will receive a grade of zero for the assignment and will fail the course. Not citing sources that you copy or paraphrase is plagiarism! Cheating/plagiarism of any kind will not be tolerated and will result in severe disciplinary action in my class.

\*\*\* **DO NOT CHEAT or PLAGIARIZE!** \*\*\*

**Academic Community Engagement:** In this course, students will not only become familiar with the general theories of health law and ethics, but will use this knowledge to make a difference within a community. This ACE experience, it is hoped, will help students see themselves as positive forces in this world and able to improve the quality of life. You will be helping families with a rare genetic disorder known as vascular Ehlers Danlos syndrome. <https://ryanschallenge.org/>

***Academic Civility Statement:*** Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.



**Attendance and Drop Procedure:** Your professor and the school's administration expect students to attend class. It is the responsibility of the student to consult with the instructor 12 hours *prior* to an absence. Withdrawal from a course is a formal procedure that must be initiated by the student. Students who stop attending class and do not withdraw will receive a failing grade. It is the student's responsibility to be familiar with the policies and procedures as stated in the Student Handbook.

**ADAAA:** It is the policy of Sam Houston State University to comply with the Americans with Disabilities Act Amendment Act and all other applicable laws and regulations. If you are a student with a disability seeking accommodations for this course, please contact Sam Houston State University's Office of Services for Students with Disabilities. They are located in the Lee Drain Building and may be reached by e-mail at [disability@shsu.edu](mailto:disability@shsu.edu). Please be aware that regardless of ancillary documentation, your professor is unable to accommodate any student disability prior to the student registering with the Services for Students with Disabilities Office on campus.

**Please note: The syllabus is a guide for this class, but is subject to change.**  
**It is the responsibility of the student to stay abreast of revisions. Changes will be announced in class and on Blackboard.**



I've learned that people  
will forget what you said,  
people will forget what you did,  
but people will never forget  
how you made them feel.

- Maya Angelou