

<b>Course</b>	<b>HLTH 5140: Health Administration Law</b>												
<b>Term</b>	Spring 1, 2010												
<b>Instructor</b>	Name: William T. Blessum, MD JD Phone: (913) 859-0722 Email: wblessum@wblessum.com												
<b>Catalog Description</b>	The course introduces the law and legal processes that affect health administration. The course presents an overview of legal principles concerned with torts, contracts, and liability in health administration, including the legal standing of individuals covered by various types of health insurance. Legal elements of labor relations in the health care field and the legal obligations and malpractice law are discussed as they apply to health professionals.												
<b>Prerequisites</b>	None												
<b>Course Level Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Student will be able to describe the broad general legal environment in health administration.</li> <li>• Students will be able to evaluate medical practice impacts on physicians and allied health professional in health service organizations.</li> <li>• Students will be able to construct and interpret employment contracts and other related contracts, such as outsourced vendor contracts.</li> <li>• Students will be able to identify the elements and legal requirements of labor negotiations and contracts.</li> </ul>												
<b>Materials</b>	<p>Required textbook: Pozgar, G.D. (2007) <i>Legal Aspects of Health Care Administration</i> (10<sup>th</sup>ed.). Jones and Bartlett, Sudbury, MA. ISBN: 0763739278</p> <p>Several Handouts will be provided. Internet sources will be used.</p> <p>The book may be obtained through MBS Direct Books at 1-800-325-3252 or <a href="http://www.mbsdirect.net">www.mbsdirect.net</a>.</p>												
<b>Grading</b>	<p>Grading weights for these activities are:</p> <table> <tr> <td>Class participation, including case briefings</td> <td>10% - 100 pts</td> </tr> <tr> <td>Weekly Questions (8 x 25)</td> <td>20% - 200 pts</td> </tr> <tr> <td>Article Reviews (4 x 25)</td> <td>10% - 100 pts</td> </tr> <tr> <td>Section Exams (4 x 125)</td> <td>50% - 500 pts</td> </tr> <tr> <td>Advocacy paper (1)</td> <td>10% - 100 pts</td> </tr> <tr> <td>Total Possible Points:</td> <td>1000</td> </tr> </table> <p>&gt;900 points = A 801-900 = B</p>	Class participation, including case briefings	10% - 100 pts	Weekly Questions (8 x 25)	20% - 200 pts	Article Reviews (4 x 25)	10% - 100 pts	Section Exams (4 x 125)	50% - 500 pts	Advocacy paper (1)	10% - 100 pts	Total Possible Points:	1000
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	<p>701-800 = C</p> <p>(For grading rubrics by assignment type, see below.)</p> <p><b>The GRADUATE catalog provides these guidelines and grading options:</b></p> <ul style="list-style-type: none"> <li>• <b>A/A-</b> Superior graduate work</li> <li>• <b>B+/B/B-</b> Satisfactory graduate work</li> <li>• <b>C</b> Work that is barely adequate as graduate-level performance</li> <li>• <b>CR</b> Work that is performed as satisfactory graduate work (B- or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses.</li> <li>• <b>F</b> Work that is unsatisfactory</li> <li>• <b>I</b> Incomplete work</li> <li>• <b>ZF</b> An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal.</li> <li>• <b>IP</b> In progress</li> <li>• <b>NR</b> Not reported</li> <li>• <b>W</b> Withdrawn from the course</li> </ul>
<p><b>Activities</b></p>	<ul style="list-style-type: none"> <li>• Weekly Classes will cover assigned textbook material, with <b>students presenting cases</b> from the text for analysis.</li> <li>• Students will submit answers to <b>weekly questions</b> about the reading material.</li> <li>• Four take-home <b>Section Exams</b> will be given.</li> <li>• On the weeks without a Section Exam, students will submit an <b>article review</b> on an article chosen from current publications about course subject material.</li> <li>• A paper will be submitted by each student: this paper will be an <b>ADVOCACY paper</b>, designed to convince the audience about a particular position in law or ethics. The paper will be presented orally to the rest of the class on the last day of classes.</li> <li>• Weekly Questions and Section Exams will be emailed to students.</li> <li>• All assignments will be submitted by students via email to the above email address.</li> </ul>
<p><b>Policy Statements: University Policies</b></p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p><b>Academic Honesty</b>  The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p><b>Drops and Withdrawals</b>  Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will</p>

determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.

**Special Services**

If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.

**Disturbances**

Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.

**Student Assignments Retained**

From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.

**Contact Hours for this Course**

It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.

**Course Policies**

**Cheating and plagiarism**

Of course, students are expected to do their own work. Students who claim that someone else's work is theirs may face disciplinary action. Plagiarism can be avoided simply by the use of quotation marks when quoting and citation when paraphrasing someone else's work.

**Absenteeism:**

Students who miss two or more classes may be advised to drop the course, perform additional make-up work, or have their grade lowered commensurately.

This syllabus may be revised or changed without advance notice by the instructor.

**Weekly Schedule**

		<b>Text to be covered</b>	<b>Topics/Assignments</b>
Week 1	1/10/08	Chapter 1 - P 1 (12 Pages) Chapter 2 – P 13 (13) Chapter 17 – P 357 (36)	- Introduction and Overview - Legal Terminology - Introduction to Ethics - <b>Weekly Questions #1 Due</b>
Week	1/17/08	Reading: <b>“End of Life</b>	- End of Life Issues

	2		<b>Issues”</b> Chapter 3 – P 27 (25) Chapter 4 – P 53 (18)	<ul style="list-style-type: none"> <li>- Tort Law</li> <li>- Criminal Aspects of Health Care</li> <li>- <b>Weekly Questions #2 Due</b></li> <li>- <b>Article Review #1 Due</b></li> <li>- <b>Quiz #1</b></li> </ul>
	Week 3	1/24/08	“A Questionable Doctor” Video Chapter 5 - P 71 (21) Chapter 6 - P 93 (34)	<ul style="list-style-type: none"> <li>- <b>Take-Home Quiz #1 Due</b></li> <li>- Tort vs. Criminal Prosecution</li> <li>- Contracts</li> <li>- Case Trial Procedures</li> <li>- <b>Weekly Questions #3 Due</b></li> <li>- <b>Paper Topic Due</b></li> </ul>
	Week 4	1/31/08	Chapter 7 – P 127 (30) Chapter 18 – P 393 (10)  Chapter 14 - P 309 (20)	<ul style="list-style-type: none"> <li>- Corporate Liability</li> <li>- Professional Liability Insurance</li> <li>- Issues of Procreation</li> <li>- <b>Weekly Questions #4 Due</b></li> <li>- <b>Article Review #2 Due</b></li> <li>- <b>Quiz #2</b></li> </ul>
	Week 5	2/07/08	Chapter 8 – P 157 (36) Chapter 9 – P 193 (30)	<ul style="list-style-type: none"> <li>- <b>Take-Home Quiz #2 Due</b></li> <li>- The Medical Staff</li> <li>- Nursing and the Law</li> <li>- <b>Weekly Questions #5 Due</b></li> </ul>
	Week 6	2/14/08	Chapter 10 – P 223 (32) Chapter 11 – P 255 (22)  Alternative Dispute Resolution Reading: “Mediation Models for Handling Patient-Provider Disputes”	<ul style="list-style-type: none"> <li>- Liability by Departments</li> <li>- Information Mgmt, HC Records</li> <li>- ADR</li> <li>- <b>Weekly Questions #6 Due</b></li> <li>- <b>Article Review #3 Due</b></li> <li>- <b>Paper Outline Due</b></li> <li>- <b>Quiz #3</b></li> </ul>
	Week 7	2/21/08	Chapter 12 – P 277 (20) Chapter 13 – P 297 (12) Chapter 15 – P 329 (16)	<ul style="list-style-type: none"> <li>- <b>Take-Home Quiz #3 Due</b></li> <li>- Patient Consent</li> <li>- Reporting Requirements</li> <li>- Patient Rights, Responsibilities</li> <li>- <b>Weekly Questions #7 Due</b></li> </ul>
	Week 8	2/28/08	Chapter 19 – P 403 (20) Chapter 20 – P 423 (14)  Chapter 21 – P 437 (11)  Chapter 22 – P 449 (12)	<ul style="list-style-type: none"> <li>- Labor Relations</li> <li>- Employment, Discipline, and Discharge</li> <li>- Managed Care &amp; Organizational Restructuring</li> <li>- Tort Reform and Risk Reduction</li> <li>- <b>Weekly Questions #8 Due</b></li> <li>- <b>Article Review #4 Due</b></li> <li>- <b>Quiz #4</b></li> </ul>
	Week 9	3/06/08		<ul style="list-style-type: none"> <li>- <b>Take-Home Quiz #4 Due</b></li> <li>- <b>Paper Due</b></li> <li>- <b>Oral Presentations</b></li> </ul>

<p><b>Additional Information</b></p>	<p><b><u>Grading Rubrics</u></b></p> <p style="text-align: center;"><b>A) <u>Weekly Homework Questions</u></b></p> <p>Homework questions are designed to explore the student’s understanding of the material presented in the text and the readings; the student should critically assess the material presented, and integrate the information with one’s own experience and knowledge background. Both the assigned text reading and the “Notes and Readings” online section should be completed before the questions are answered.</p> <p><b>REQUIRED COMPONENTS:</b></p> <p>Completes Discussion Questions/Assignments by due dates. (5 pts.)</p> <p>Displays familiarity with underlying basic concepts presented. (5 pts)</p> <p>Responds to questions as presented with applicable information and concepts from the text and online readings, to answer questions and/or solve problems. (5 pts.)</p> <p>Presents thoughts and ideas in answers that evidences a degree of evaluation and integration above simple quoting the text already read. (5 pts.)</p> <p>Use correct and effective English construction, grammar and spelling. (5 pts.)</p> <p><b>PROJECT GRADE:</b> (25 pts. Total/Week)</p> <p style="text-align: center;"><b>B) <u>Article Reviews</u></b></p> <p>Article Reviews are designed to:</p> <ol style="list-style-type: none"> <li>1. Encourage alertness to media presentations of questions that relate to the topics covered.</li> <li>2. Promote critical reading of material present in the media.</li> <li>3. Promote the ability to independently research and verify material presented.</li> <li>4. Encourage recognition of the significance and impact of media presentations.</li> </ol> <p><b>REQUIRED COMPONENTS:</b></p> <p>Complete Article Reviews by due dates. (5 pts.)</p> <p>Provide correct citation and adequately summarize the concepts and events presented, identifying critical issues. (5 pts)</p> <p>Verify article reasonability and consistency with other sources. (5 pts.)</p> <p>Describe possible impact on health care processes and identify philosophical/value issues. (5 pts.)</p> <p>Use correct and effective English construction, grammar and spelling. (5 pts.)</p> <p><b>PROJECT GRADE:</b> (25 pts. Total/Assignment)</p> <p><b>RATING CODE for Weekly Questions and Article Reviews:</b></p> <p>23-25 = Outstanding.</p> <p>20-22 = Slightly exceeds expectations/requirements.</p> <p>16-19 = Meets expectations/requirements.</p> <p>&gt;16 = Below expectations.</p> <p style="text-align: center;"><b>C) <u>Section Exams</u></b></p>
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**REQUIRED COMPONENTS/Scoring for Each Question:**

Response provided for the question asked, minimal non relevant material. (5 pts.)

Provides adequate answer considering the concepts and issues addressed, identifying critical elements. (5 pts)

Answer organized and comprehensive. (5 pts.)

Answer addresses impact on health care processes and philosophical/value issues. (5 pts.)

Use correct and effective English construction, grammar and spelling. (5 pts.)

PROJECT GRADE: (25 pts. Total/Question, 125/exam)

RATING CODE:

Per Question

23-25 = Outstanding.

20-22 = Slightly exceeds expectations/requirements.

16-19 = Meets expectations/requirements.

>16 = Below expectations.

Per Exam

114-125 = Outstanding.

101-113 = Slightly exceeds expectations/requirements.

86-100 = Meets expectations/requirements.

>85 = Below expectations.

**D) Paper**

The following are the factors involved in the grading scheme that is used to assess your Advocacy Paper along with descriptions for an "A" paper:

	The "A" paper shows
Ideas	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis is clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms. (10 Points)
Organization & coherence	Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas. Clear introductory and summary paragraphs. Appropriate use of titles, subtitles to delineate logical structure. (10 Points)
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince. Uses Citations appropriately.

	Treats opposing views thoroughly. (10 Points)
Style	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling. (10 Points)
Mechanics	Almost entirely free of spelling, punctuation, and grammatical errors. (10 Points)
<p>The Advocacy paper final grade will include the paper portion, graded as above, and the presentation portion (50/50).  Presentation does NOT mean reading your written paper –  The factors considered in the oral presentation are:</p> <ol style="list-style-type: none"> <li>1) Appearance,</li> <li>2) Eye Contact,</li> <li>3) Notes Use,</li> <li>4) Aids,</li> <li>5) Organization, and</li> <li>6) Delivery.</li> </ol>	