

**HEALTH LAW SURVEY: LAW 6322**  
**Fall 2013**  
**Syllabus and Course Policies**

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**I. Introduction**

Welcome to Introduction to Health Law! This semester, we will explore various areas of the law that deal with creating and maintaining “health.” In particular, we will cover the major mechanisms for ensuring quality in health care and the ethical dilemmas that may result from medical treatment or other kinds of scientific interventions. Moreover, this course incorporates broad theoretical elements. Throughout the semester, we will continually revisit the question, “What is health?” and examine whether the law successfully helps or hinders the goal of promoting and sustaining health.

In addition to cases, statutes, regulations, and law review articles, we will also read materials dealing with theory, policy, and current events. Please take the time to read over the syllabus to get a sense of the class.<sup>1</sup> This course covers four main topics:

- (1) The Role of Theory & Policy in Health Law
- (2) The Treatment Relationship
- (3) Regulating & Enforcing Quality of Care
- (4) Issues in Bioethics

I’m very excited to be your professor this term. As I want the class to be as engaging and as useful as possible, I encourage questions and welcome feedback. Please feel free to contact me with questions regarding the readings, your assignments, or just the course in general. I look forward to spending the semester with you!

**II. Logistics**

**Required Texts**

BARRY R. FURROW et al., HEALTH LAW: CASES, MATERIALS, AND PROBLEMS (7th ed. 2013) (“CB” in reading assignments).

**Class Hours**

We will meet Tuesdays and Thursdays, from 2:30 PM-3:50 PM, in Room [TBA].

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<sup>1</sup> ‘Introduction to Health Law’ is not a pre-requisite for any other health law course at the Law Center. Thus, if your interests lie primarily in regulation and implementation, you may wish to enroll instead in Health Care Financing, Organization & Quality, offered in the spring. Depending upon the instructor, that class may also use the casebook assigned for this course.

## **Office Hours**

I will hold office hours in my office on Mondays from 10:00 AM-11:30 AM and by appointment. You may also email me your questions.

## **Course Policies**

### ***Accommodation:***

If you have a disability and require an accommodation, I encourage you to contact the Center for Students with Disabilities and to forward the Center all required documentation if you've not done so already. I encourage you to speak to me as well. All students should let me know what I can do to maximize your learning potential, participation, and general access during this course. I want to make the course material accessible, and I want you to succeed as a student. If any aspects of the course or the assignments pose accessibility problems, we can discuss alternatives.

### ***Attendance:***

You are expected to attend all class sessions. Please see "Attendance and Preparedness" under the "Course Requirements" section. I will circulate a sign-in sheet during class. It is your responsibility to sign in. For days on which a problem is due, the hard copy of your problem will count as your attendance. (For details on the course policy related to problems, see *Casebook Problems* below.) Falsifying attendance violates the Law Center's Honor Code and is, therefore, grounds for disciplinary action.

### ***Course Website:***

All non-casebook reading is available on Blackboard. You can log on through the UH website (<http://www.uh.edu/blackboard/>).

### ***Seating Assignments:***

After the first week of class, I will create a seating chart. You must sit in your assigned seat the remainder of the semester.

### ***Sensitive Material:***

We will cover sensitive material, such as voluntary euthanasia and stem-cell research, over the course of the semester. If for any reason, you do not want to participate in a particular discussion, please let me know ahead of time and I will not call on you.

### ***Casebook Problems:***

Our casebook provides a number of thought-provoking problems based on the readings. We will occasionally discuss those problems in class. On the days when I have assigned a problem, please come to class having read the problem and written a 500-1000 word, typed response. Please bring a hard copy of the response with you. Your printed response will count as your attendance for the day. I will not accept responses to the problems by email.

### III. Course Requirements

This course has three key requirements: (1) preparing for and attending class sessions (including turning in casebook problems when assigned); (2) participating in *at least [number TBA based on class size]* discussion panels; and (3) completing a three-hour exam.

- (1) **Attendance and Preparedness.** You are expected to arrive on time and prepared for all of our class sessions. Pursuant to the Law Center's policy, you must attend at least 80% of all class meetings; however, you should strive to attend 100%. In other words, you can miss no more than five classes. Missing more than five classes will result in your being dropped from the course. As noted, on the days when I have assigned a problem, the printed, hard copy of your response will count as your attendance.
- (2) **Class Participation (Discussion Panels).** To facilitate our class discussion, we will use discussion panels in lieu of an on-call system.<sup>2</sup> You must sign up for at least [TBA] discussion panels. I will circulate the panel sign-up in class on **Thursday, August 29**. (If you are unable to attend class that day or if you enroll in the course after the first week, the sign-up will be available with my assistant Elaine in the Health Law & Policy Institute until **Friday, September 6**.) If you do not sign up for the required number, I will randomly assign you to under-enrolled panels. On the days of your panels, you should have prepared extensively for class and should expect to be called on. I will email the class a list of the panel members and a series of four to six discussion questions the day before our class meeting. Members of the discussion panel will be my "go-to" people for that day; however, I reserve the right to call on any member of the class. Students with outstanding in-class participation will be eligible for an upward adjustment of a partial letter grade (e.g., from B to B+, or from B+ to A-).<sup>3</sup>
- (3) **Exam.** Finally, you will complete a three-hour exam, which will consist of a combination of issue-spotting and policy questions. During the exam you may consult three things: (1) your casebook, (2) any *printed* additional course reading, and (3) your outline and notes. More details regarding the exam format and content will be discussed as the exam date approaches.

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<sup>2</sup> By allowing you to choose when you are on-call, you can select topics that are of particular interest to you, as well as the timing that best suits your needs. For example, those of you who do not like speaking in class might choose to schedule your discussion panels for earlier in the semester to get them out of the way. Please choose your panels carefully because once the panels are set, they cannot be changed.

<sup>3</sup> I consider good in-class participation to be anything that both helps your classmates learn and indicates your effort to read and understand the assigned material. In making a positive adjustment, I will consider the overall quality—not the quantity—of a student's in-class participation.

#### **IV. Course Reading**

***\*\*I will finalize the dates for our reading and casebook problem assignments in early August.***