



# PH PSC 236 HEALTHCARE<sup>1</sup> AND THE LAW

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<sup>1</sup> "Health Care or Healthcare?" <http://www.arcadiasolutions.com/final-word-healthcare-vs-health-care/> This course uses "healthcare", to indicate a system.

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## COURSE DESCRIPTION

This course introduces the legal foundations of healthcare in America. The material covers a broad range of legal issues in medical care<sup>2</sup>, including constitutional issues related to federalism, an introduction to legal thinking, rules of judicial interpretation and judicial review. The course also provides an overview of specific legal issues in the health law and policymaking universe, including immunizations, medical malpractice “reform”, the opioid epidemic, health care reform including the Affordable Care Act (“Obamacare”), the Americans with Disabilities Act, transgender issues, abortion, the doctrine of informed consent, surrogate decision making in health care, and end-of-life advance directives. The course introduces problem-solving skills in healthcare and law and explores the various legal solutions reached by legislatures, agencies, and the courts. Guest speakers will complement the course material.

The course is divided into four parts.

**Part I:** This first part of this course covers fundamental legal concepts and how they relate to healthcare. You will obtain the **skills** necessary to read, understand, and analyze primary legal documents (legislation and legal opinions). The content will include the structure of government, the foundations of health law, and an introduction to legal thinking.

**Part II** covers key aspects of health care financing and reform efforts; topics will include an overview of the U.S. health care system, government health insurance programs, and the Affordable Care Act.

**Part III** will cover discrimination and other access barriers to health care, such as discrimination on the basis of socio-economic class, religion, disability, and sex.

**Part IV** will cover bioethics and the law, which will cover the right to life, the right to die, and surrogate decision-making.

## COURSE OBJECTIVES:

Upon completion of this course students will be able to:

- Influence the law through informed voting
- describe the role of governments and law in promoting and protecting health, including the functions of courts, legislatures, and administrative agencies in relation to health care law and policy;
- understand the relationship between the legal system, health care providers, and patients;

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<sup>2</sup> Public health law issues are covered in my spring course, PH PSC 230 Public Health Law and Policy.

- identify and analyze legal issues in health care.

## ENROLLMENT:

Cap of 40 students.

## ENROLLMENT DEADLINE:

Students will be permitted to add this class only until **September 13, 2019**.

## PREREQUISITES:

Not open to first year students.

## COURSE MATERIALS:

### 1. NEW YORK TIMES:

- <http://libguides.lib.rochester.edu/az.php?q=new%20york%20times>, directly select and access the database “New York Times - ProQuest”.

### 2. STRONGLY RECOMMENDED Wilensky & Teitelbaum, **ESSENTIALS OF HEALTH POLICY & LAW (NEW 4<sup>th</sup> edition)**

- NOTE: To save \$, you can read this **for free** either in print through the library’s Reserve Desk or online through the library <https://rochester.summon.serialssolutions.com/search?q=essentials+of+health+policy+and+law&ho=t&l=en#!/search?ho=t&l=en&q=essentials%20of%20health%20policy%20and%20law>
- The 2019 Annual Health Reform Update is available at <https://ebookcentral.proquest.com/lib/rochester/detail.action?docID=5709939>

NOTE #2: To purchase, you can order the textbook from the publisher at a 25% discount plus free shipping:

Saving Students Money is as Easy as 1 - 2 - 3!

1. Include a link to [www.jblearning.com](http://www.jblearning.com) with coupon code **PassSave25** on your course syllabus, or forward this email to your students.
2. Students find required Jones & Bartlett Learning text on [www.jblearning.com](http://www.jblearning.com) by searching for the author, title, or ISBN.
3. Students purchase the text using coupon code **PassSave25** and **SAVE 25%\*** plus receive free domestic ground shipping.

### 3. **PRIMARY LAW** – statutes, regulations and cases, all of which are on Blackboard

## **COURSE POLICIES AND PROCEDURES:**

**CREDIT** This course follows the College credit hour policy for four-credit courses. This course meets twice weekly for 2.5 hours per week. In addition, students will have out-of-class defined reading assignments and independent writing exercises, a minimum of 1.5 hours per week.

**TIMING** Class will begin and end promptly.

**ATTENDANCE AND PARTICIPATION** Class attendance is required and participation is expected. Attendance and informed participation in discussions and group work provide me with evidence that you completed assigned readings in advance and are engaged in the materials.

**CIVILITY** People often have strong responses to legal, ethical, and policy issues in health care, which inevitably involve discussions about life, death, sex, drugs and other charged topics. Disagreements are common. An important skill in legal and medical professions is the ability to listen and to discuss various viewpoints in a civil manner, even if you do not agree with a particular viewpoint. Class comments and discussions must be relevant and respectful of others.

**DEVICES** Regarding the use of cell phones, laptops, and other digital devices, the class will develop a policy at the beginning of the semester. No matter what is decided, students should keep in mind that checking mail and surfing the web are examples of behavior that are not courteous and may distract other students, and hence will result in decreased participation points.

### **ACADEMIC HELP**

Center for Excellence in Teaching and Learning [www.rochester.edu/college/cetl/](http://www.rochester.edu/college/cetl/)  
Writing, Speaking and Argument Program <https://writing.rochester.edu/>

At the University of Rochester, we all communicate as writers and speakers, and every writer and speaker needs an audience. The Writing and Speaking Center is a free resource available to all members of the University --undergraduate students, graduate students, and faculty. The Writing and Speaking Center welcomes visitors who are at any stage of the writing process, from brainstorming ideas to polishing a final draft. Similarly, students can visit a Speaking Fellow at any point as they are developing or practicing a presentation. To learn more about the Writing and Speaking Center's services and/or to find a tutor, please visit <http://writing.rochester.edu>.

## **ACADEMIC INTEGRITY**

Written work must be original. Academic integrity is expected. For guidance on academic integrity and plagiarism, please refer to the College Academic Honesty Website at <http://www.rochester.edu/College/honesty/>. If you have any questions about academic honesty, please do not hesitate to contact me. You must write the magic sentence on all your case brief questionnaires: "I affirm that I will not give or receive any unauthorized help on this assignment, and that all work will be my own."

## LATE ASSIGNMENTS:

Written case questionnaires are due at noon before class starts on the due date. Late assignments will be marked down for the first 2 weeks after the deadline. Assignments handed 2+ weeks late will not be accepted; you will receive a failing grade of zero for that assignment.

## FINAL GRADE SCALE

Grades for assignments for this course are assigned a numerical value. The final grade is comprised of the cumulative points earned out of 100 points possible.

A	=	93-100 (Superior)
A-	=	90-92
B+	=	87-89
B	=	83-86 (Above Average)
B-	=	80-82
C+	=	77-79
C	=	73-76 (Minimum Satisfactory Grade)
C-	=	70-72
D+	=	67-69
D	=	63-66
D-	=	60-62 (Minimum Passing Grade)
E	=	< 60 (Failure)

## INCOMPLETE POLICY

Sometimes, life events beyond a student's control can interfere with learning, such as illness or emergency, causing students to miss class and/or deadlines for assignments. By the end of the semester, grades may not reflect the student's mastery of the material. In these situations, students may negotiate with professors to extend deadlines past the end of the semester for extra time to finish the coursework. A formal contract will be created to specify the work needed, and the deadlines; this contract is put on file with the Registrar's office. The availability of an "incomplete contract" is **decided solely by the professor**. Documentation may be requested (e.g. medical notes for depression/anxiety).

<https://www.rochester.edu/college/CCAS/handbook/Incompletes.html>

Overwhelmed students are encouraged to contact the University's CARE team, <https://www.rochester.edu/care>. I make liberal use of the CARE network and will refer you if you are missing a lot of classes, have failed to hand in homework, or are consistently failing assignments. An important life skill is recognizing when you need help, and asking for it.

## AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE

The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of

disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the Office of Disability Resources at: [disability@rochester.edu](mailto:disability@rochester.edu); (585) 276-5075; Taylor Hall.



## COURSE ASSIGNMENTS

<u>Assignments</u>	<u>Points/Percentage</u>	<u>Due Dates</u>
In-class case briefs (3; drop 1 lowest)	20	TBA
Voting exercises	10	9/9, 9/11
Case brief questionnaire I (Jacobson)	10	9/18
Case brief questionnaire II (Lopez)	10	10/2
Case brief questionnaire III (Hobby Lobby)	15	10/23
Case brief questionnaire IV (Sutton)	15	11/13
Case brief questionnaire V (Miller/Baby K)	15	11/25
Advance Directive	5	12/2
100		

### 1. VOTING VALUES IDENTIFICATION, CANDIDATE STANCES, AND REGISTRATION (10 POINTS)

In these 2 5-point assignments, you will be required to identify your political preferences, to identify national candidate positions on a health law issue, to register to vote, and to develop a 'get out the vote' message and strategy.

### 2. IN-CLASS CASE BRIEFS (3 10-POINT ASSIGNMENTS)

During three unannounced class sessions, each student will write and turn in case briefs; i.e. answers to questions about the assigned case. These in-class assignments are worth 10% each. Students may drop one assignment during the semester to allow for unanticipated absences. Your total grade for the in-class assignments will be the sum of the top 2 out of the 3 grades.

### 3. CASE BRIEF QUESTIONNAIRES (5 ASSIGNMENTS; 2 10-POINT, 3 15-POINT)

Reading legal documents is a skill that requires practice. The 5 case brief questionnaires will provide you with questions to facilitate a close reading and understanding of the different components of primary material, and I expect to see gradual improvement over the course of the semester in your analysis.

### 4. ADVANCE DIRECTIVES (5 POINTS)

Health care and the law intersect markedly at the end of life. Students will be asked to read the New York State advance directives law, and using a guided document from an insurance company, reflect on their own values and fill out 3 legally valid advance directives.

**HOMEWORK DUE DATES**

<b>TOPIC</b>	<b>ASSIGNMENT</b>	<b>DUE DATE AT NOON</b>
Civic Engagement	VOTE YOUR VALUES	9/9
Civic Engagement	VOTER REGISTRATION	9/11
Intro to Police Power & Common Law	JACOBSON	9/18
Legislation and judicial review	JAMES & LOPEZ-SOTO	10/2
ACA & Religious Freedom	HOBBY LOBBY	10/23
Americans with Disabilities Act	SUTTON	11/13
Decision-making	MILLER & BABY K	11/25
End of Life Decision-making	ADVANCE DIRECTIVE Draft	12/2 (draft)
End of Life Decision-making	ADVANCE DIRECTIVE Final	12/4 (final)



## SCHEDULE OF TOPICS

Shaded rows mean homework is due at noon on that day.

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Class #	Date	Topic
<b>PART 1</b>		<b>LEGAL FOUNDATIONS</b>
1	8/28/2019	Overview of the course & syllabus. Hot topics in the news
2	9/4/2019	Civic engagement and the law: voting.
3	9/9/2019	What Is Health?
4	9/11/2019	What Is Law? The law and government: The Constitution (Wilensky Chap 3)
5	9/16/2019	Legal Skill: How to Read A Case ( <i>Phillips</i> )
6	9/18/2019	Intro to Common Law and the Police Power ( <i>Jacobson</i> )
7	9/23/2019	Vaccine Wars video
8	9/25/2019	Legal Skill: How to Analyze A Case using rules of judicial interpretation ( <i>Katskee</i> )
9	9/30/2019	Legal Skill: How to Analyze Statutes (patient dumping statute)
10	10/2/2019	Legislation and judicial review ( <i>James, &amp; Lopez-Soto</i> )
<b>PART 2</b>		<b>HEALTHCARE SYSTEM AND FINANCING</b>
11	10/7/2019	Overview of the US Healthcare System (Wilensky Chap 4)
12	10/9/2019	Health reform: An historical perspective (Confirmed Guest Dr. Ted Brown) (Chap 10)
*	10/14/2019	OCTOBER BREAK – NO CLASS
13	10/16/2019	Government Health Insurance Programs: Medicaid, Medicare and CHIP (Chap 11)
14	10/21/2019	Patient Protection and Affordable Care Act ("Obamacare") ( <i>Sebelius</i> )
<b>PART 3</b>		<b>HEALTHCARE ACCESS AND DISCRIMINATION</b>
15	10/23/2019	Patient Protection and Affordable Care Act & Freedom of religion ( <i>Hobby Lobby</i> )
16	10/28/2019	Contraceptive Mandate: <i>Hobby Lobby</i> and Legal Responses
17	10/30/2019	LGBTQ issues in healthcare law (Guest Milo Primaeux Esq) [Confirmed]
18	11/4/2019	"T.R.A.P.ped" video
19	11/6/2019	Regulation of Abortion: ( <i>Roe, Casey, Whole Women's Health</i> )
20	11/11/2019	Catching up class
21	11/13/2019	The Americans with Disabilities Act ( <i>Sutton</i> )
22	11/18/2019	The Opioid Epidemic and Legal Responses (Heroin(e) video)
<b>PART 4</b>		<b>BIOETHICS AND THE LAW</b>
23	11/20/19	The Doctrine of Informed Consent ( <i>Schloendorff</i> et al.)
24	11/25/19	Decision making in health care (babies) ( <i>Miller/BabyK</i> ) (Guest Dr Margie Shaw PhD)
*	11/27/19	THANKSGIVING BREAK – NO CLASS
25	12/2/19	Advance Directives (Guest Dr David Kaufman) [Confirmed]
26	12/4/19	Review of Advance Directives
27	12/9/19	Surrogate decision making in health care- adults (Quinlan & Cruzan) [Confirmed] (Guest Dr Rich Demme)
28	12/11/19	Last class

## READING ASSIGNMENTS

### PART I LEGAL FOUNDATIONS

(Last updated 11/14/2019 9:19 AM)

#### Overview of the course; introductions; syllabus; and hot topics in the news

• Assignment for First Class: Find & read a news article about healthcare that interests you. Some sources:

• Healthcare Law in the News - <http://khn.org/topics/the-health-law/>.

• American Bar Association Journal:

<http://www.abajournal.com/blawgs/topic/health+law>

• **New York Times**

1. FREE ONLINE:

<https://search.proquest.com/nytimes/advanced?accountid=13567> or

o <http://libguides.lib.rochester.edu/az.php?q=new%20york%20times>, directly select and access the database “[New York Times - ProQuest](#)”

• Wall Street Journal – free to UR students – sign in and create your account at

<https://WSJ.com/ActivateSchool>

#### Civic engagement and the law: voting exercises

Learning Objectives:

1. To identify your own political values, party alignment, and civics knowledge
2. To identify candidates who will be on your ballot and their positions on health law
3. To register to vote, and create a practical strategy for election day
4. To be able to explain to others why they should vote

• Where do you fit in the political typology? Pew Research Center, Political Typology Quiz, **Group Quiz URL:** <https://www.people-press.org/quiz/political-typology/?groupID=hDQ5U> .Group name is PH 236

• This assignment is in two parts, loaded separately into Blackboard (each part worth 5 points)

#### What Is “health”? What is “disease”? What is “disability?”

Of the 4 readings below, read 2 that interest you the most. Be prepared to share your observations with the class.

- **ALS:** Listen: Podcast, "Second Language" on the *Reply All* program, starting at 16:01 minutes. <https://www.gimletmedia.com/reply-all/88-second-language#episode-player> (about 15 minutes)
- **ASPERGERS:** Read: Baron-Cohen. "Is Asperger syndrome/high functioning autism necessarily a disability?" (In Reading Assignments folder)
- **DWARFISM:** Read: *Passing My Disability On to My Children*, <http://nyti.ms/2cnFENI>
- **ADHD** A Diagnosis Can Give Students Extra Test Time (Money Helps) (PDF in Reading Assignments folder on Blackboard)

Reading Focus Questions: Come to class prepared to discuss these items, focusing particularly upon differences in the interpretations of "health" and how definitions can differ depending upon one's point of view. What are some of the implications for how health care is obtained?

In-class exercise: Creating definitions.

### **What is "law"? The law and government: The Constitution**

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- A More Perfect Union: The Creation of the U.S. Constitution (scroll to bottom left of page for link) <https://www.archives.gov/founding-docs/constitution>
- [The Constitution of the United States: A Transcription](https://www.archives.gov/founding-docs/constitution-transcript) <https://www.archives.gov/founding-docs/constitution-transcript>
- RECOMMENDED: Wilensky & Teitelbaum, Chapter 3, Law and the Legal System; Chapter 1 in *Essentials in Health Justice* (PDF on Blackboard)

Reading Focus Questions:

1. What is the primary function of the law? Why is the law characterized as "imperfect"? What does the law have to do with health policy?
2. What were the various views of the delegates attending the Constitutional Convention concerning a central government and state sovereignty? How are the debates about the roles of the various governmental structures relevant today?

In-class exercise: Deep analysis of one constitutional provision, current relevant legal debates about the specific provision.

### **Legal Skill: How to Read A Case**

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- Orin S. Kerr, How to Read a Legal Opinion: A Guide for New Law Students, 11 Green Bag 2d 51 (2007).
- Reading Strategies for the Law: Skim, Scan or Close Read?
- [Phillips v. City of New York, 775 F.3d 538 \(2015\)](#)
- [Handout for Analyzing Cases](#)

In class exercise: Practice briefing a case ([Phillips v. City of New York](#)) Using "Analyzing Cases"

### **"Common Law" and its contours: Immunizations and the "Police Power"**

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- [Jacobson v. Massachusetts, 197 U.S. 11, 12 \(1905\)](#)

### **The Vaccine War (video)**

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In class we will view a video: Frontline's The [Vaccine War](#) (53 minutes)

### **Legal Skill: How to Analyze A Case Using rules of judicial interpretation**

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The purpose of this class and the readings is to illuminate the way that courts *interpret* legal language and rationalize the outcome of their opinions. Please read *Katskee* carefully (at least twice).

- *Katskee v. Blue Cross/Blue Shield of Nebraska*, 245 Neb. 808, 515 N. W.2d 645.

Reading focus questions:

1. What is the nature of health insurance?
2. What is wrong with Sindie Katskee?
3. What is the nature of Katskee's complaint?
4. Do you think Katskee has an "illness"? Be prepared to explain your answer.

### **Legislation and how to analyze it**

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This class will continue our exploration of how legal thinking works. This class will examine a different type of law: legislation (statutes) as opposed to cases (judicial opinions) and its interpretation, and will reflect on the role that evidence plays – or does not play – in the enactment of legislation.

- Richard H. Dees and Jennifer Kwon, "The Ethics of Krabbe Newborn Screening." *Public Health Ethics* 6 (2013): 114-19
- 42 U.S.C. § 1395DD "EMTALA – Emergency Medical Treatment and Active Labor Act"

Reading focus questions:

1. Reflecting on the Dees article, what initiated legislation? What role did scientific evidence play?
2. What does EMTALA require of Emergency Department staff when an individual comes into the ED?
3. Describe an "emergency medical condition" and what it means to "stabilize" someone having an emergency medical condition. Provide examples.

### **Legislation and judicial review**

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**HOMEWORK DUE**

- *James v. Sunrise Hospital*, 86 F.3d 885 (1996)
- *Lopez-Soto v. Hawayek*, 175 F.3d 170 (1999)
- Sutherland, *The Problem of Ambiguity*
- Recommended for Skimming: *How to Interpret Statutes - Or Not: Plain Meaning and Other Phantoms* (BB)

Reading focus questions:

The cases are arguments about how to interpret the federal statute "EMTALA".

1. In *Sunrise*, what part of the statute are the patient and the hospital fighting about?
2. In *Lopez-Soto*, what part of the statute are the parties fighting about?
3. Can you find any rules of "judicial interpretation" in *James & Soto*? How do the judges' opinions compare and contrast? (similarities vs differences)

Tip: The rules of interpretation are opposing in the 2 opinions:

- *Sunrise* – Hospital won
  - b/c **all** 3 statute provisions must be met together (“and”)
- *Lopez-Soto* – Patient won
  - b/c all 3 statute provisions are “disjunctive” and can be read separately (“or”)

## PART II HEALTHCARE SYSTEM & FINANCING

### Overview of the U.S. Health Care System

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- RECOMMENDED: Wilensky, Chapter 4, Overview of the United States Healthcare System
- Key Facts About the Uninsured

### Health reform: An historical perspective (Dr Ted Brown)

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- Bruce Vladeck “Universal Health Insurance in the United States: Reflections on the Past, Present, and the Future,” American Journal of Public Health, 93 (2003), pp. 16-19
- Brown, Medicare for All
- Trump on Medicare for All

### Government Health Insurance Programs: Medicaid, Medicare and CHIP<sup>3</sup>

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- RECOMMENDED: Wilensky, Chapter 11, Government Health Insurance Programs: Medicaid, CHIP and Medicare

### Patient Protection and Affordable Care Act (“Obamacare”) (Sebelius) (Heavy Reading)

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- From the SCOTUS<sup>4</sup> blog: Sebelius in Plain English, parts [1](#) and [2](#).
- Go to Blackboard/**Class Activities/ACA and Sebelius** folder for instructions and group assignments
- Go to Blackboard/**Reading Assignments/Part 2 Healthcare/ ACA and Sebelius** for the actual readings – everybody read the green files, and then read the Excerpt to which you have been assigned
- In-class: In your assigned groups, fill out the template questionnaire for your excerpt

## PART III HEALTHCARE ACCESS AND DISCRIMINATION

### Patient Protection and Affordable Care Act & Freedom of religion (Hobby Lobby) (**HOMEWORK DUE**)

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- *Burwell v. Hobby Lobby Stores, Inc.*

### The Contraceptive Mandate: Hobby Lobby and Legal Responses

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- Trump Administration Rolls Back Birth Control Mandate

<sup>3</sup> Allow extra time for reading this chapter – it is very dense with many new concepts

<sup>4</sup> SCOTUS = Supreme Court of the United States

- Doubtful Science Behind Arguments to Restrict Birth Control Access
- Contraception New Laws Reading Focus Questions

### Regulation of Abortion

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- Roe v. Wade
- Casey v Planned Parenthood
- Whole Women's Health v Texas

This class will be cover some of the most recent abortion cases, including *Whole Women's Health*, which includes explanations of Roe v Wade, and Casey v. Pennsylvania. See separate document on Abortion Reading Focus Questions.

For the curious: There is terrific position-neutral analysis of abortion called "Body Politic" on a website called Oyez - <http://projects.oyez.org/body-politic>. I highly recommend dipping into this.

### Regulation of Abortion: "T.R.A.P.ped" video

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- Abortion in the US Fact Sheet
- TRAPPED video (Targeted Regulation of Abortion Providers) (in class)

### The Americans with Disabilities Act

### HOMEWORK DUE

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- The Americans with Disabilities Act excerpt pp 8-22, and
- [Sutton v United Airlines](#).

### The Opioid Epidemic and Legal Responses

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#### Readings:

- National Institutes of Health website on opiates: surf the site
- States Sue Manufacturers
- Complaint Multnomah County

#### Reading Focus Questions:

NIDA Webpage (for exploration; try clicking a few links of interest)

1. How does NIDA describe the problem of opiates?
2. What statistics does it refer to?
3. Can you tell which NIH agency is taking the lead on the opioid epidemic (FDA, HHS, NIDA)? Why does this matter?

States Sue Manufacturers

1. Why do states think that the manufacturers should pay for the opioid epidemic?
2. What are the lawsuits about? What claims do they make?
3. Do you agree that manufacturers should be held responsible? Why or why not?

Multnomah County Complaint (for skimming, not close read)

1. What does the county/plaintiff claim the defendants/manufacturers have done wrong?
2. What specific laws have been broken?
3. What specific costs of the epidemic does the complaint describe?
4. Do you agree with the theory of the case (that mfgs are responsible)? Why or why not?

### LGBTQ Issues in Healthcare Law (Guest Milo Primeaux Esq.)

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- Tovar v Essential Health Amicus Brief

- Can Reproductive Trans Bodies Exist?

## **PART IV BIOETHICS AND THE LAW**

### **The Doctrine of Informed consent**

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- Schloendorf v. Society of New York Hospital, 211 NY 125, 129-130, N.E. (1914)
- Salgo v. Leland Stanford Jr. University Board of Trustees, 154 Cal App2d 560, 317 P2d 170 (1957).
- Natanson V. Kline. 354 P.2d 670 (Kan. 1960).

### **Decision making in health care – the babies cases**      **HOMEWORK DUE**      (Guest Dr Margie Shaw)

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- Miller ex rel. Miller v. HCA, Inc., 118 SW 3d 758 (2003).
- In The Matter Of Baby “K”, 16 F.3d 590; 1994 U.S. App. Lexis 2215; 3 Am. Disabilities Cas. (BNA) 128.

### **Advance Directives (Guest Dr David Kaufman)**      **HOMEWORK DUE**      (Draft Adv Directive)

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- NYS Family Health Care Decisions Act
- Excellus, Advance Directive Booklet

### **Surrogate decision making in health care – adult cases (Guest Dr. Rich Demme)**

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- In the Matter of Karen Quinlan. 70 N.J. 10; 355 A.2d 647 (1976).
- "Cruzan by Cruzan v. Director, Missouri Department of Health." Oyez, 28 Nov. 2017, [www.oyez.org/cases/1989/88-1503](http://www.oyez.org/cases/1989/88-1503).