PROPOSAL FOR A NEW COURSE

SCHOOL: School of Law
CONTACT NAME: Laurie Beth Harow Phone ext: 4457
PROPOSED SEMESTER OF IMPLEMENTATION: Fall ☑ Spring ☐ Year: 2016 (summer)

PROPOSED COURSE CODE AND NUMBER: LAW 828
PROPOSED COURSE TITLE: Poverty, Health and Law: The Medical-Legal Partnership
PROPOSED AS GENERAL EDUCATION COURSE: Yes ☐ No ☑
RATIONALE FOR PROPOSAL: "Seeking Experimental Course Approval"

Proposal for a New Course in Medicine and the Law

I. Summary of the Proposal

This proposal calls for creating a new upper-level elective course covering topics at the intersection of legal issues and medical care. This course is part of the plan to provide further educational opportunities under the aegis of the Center for Medicine & Law. If approved, this will be the second course explicitly designed for joint University of Baltimore law and Johns Hopkins medical student participation.1

In placing students within active medical clinics and allowing them to interact with patients by shadowing healthcare providers and social workers, the course will enable students to understand how various legal problems faced by underserved populations affect the mental and physical well-being of these individuals. The course will also permit our students to have "hands on" experience with actual patients, albeit in a somewhat simulated setting. Finally, the course will deepen the University of Baltimore School of Law's partnership with the Johns Hopkins School of Medicine and grow the footprint of the Center of Medicine & Law. The course will be graded based on the various writing projects submitted during the semester. It will initially be limited to 4-6 students.

II. Background

The Center for Medicine & Law was established in 2011 to enable the University of Baltimore School of Law to better prepare its students for careers in the growing field of health law. One of the understandings in creating this Center was that the school will be committed to growing the course offerings in health law related areas. In the last few years, the Center has begun to fulfill these expectations. Thus, the Medical Malpractice Litigation Seminar has been revamped and is now attracting students not just from the University of Baltimore, but from the Johns Hopkins School of Medicine as well. Last semester, the faculty approved splitting the Healthcare Law course into two separate courses: (1) Healthcare Law and (2) Healthcare Policy. A new course in Law & Biotechnology was also approved and will be taught by Professor Natalie Ram. The course subject to the present proposal will provide students with an opportunity to apply their knowledge from various areas of the law (e.g., property, disability law, family law, etc.) to "real world" problems faced by patients at Johns Hopkins health clinics. The students will learn how patients' legal issues affect their health outcomes.

1 The other such course is Medical Malpractice Litigation, which is taught in the law school and is currently in the process of being approved as an elective for the Johns Hopkins School of Medicine students.
This course fits well both with UB’s commitment to preparing students to be able to meet the dynamic needs of the legal world, and to the newly approved mandate for experiential learning. This course provides valuable training in seeing clients’ host of problems holistically and treating them through an inter-disciplinary approach.

Additionally, given the Law School’s commitment to growing the academic relationship with the Johns Hopkins School of Medicine, this course presents a perfect opportunity to allow our students to integrate a portion of their studies with students from a premier medical institution. This course can serve as a launching pad for further joint endeavors that would benefit our students and our institution as a whole.

Finally, as leaders of the Center for Medicine & Law, we are contemplating eventually offering a certificate in the discipline. In order to do that, however, our school will need to offer a broader array of courses in the health law field. This course will be a step towards that goal.

III. Proposal Implementation

This course will be administered over a 4 week period in the beginning of the semester. Despite the shortened time-frame, it will be a time-intensive course with a sufficient number of hours to satisfy the ABA standard. Each week, the students will be assigned to one of four outpatient clinics staffed by Johns Hopkins physicians and medical students. The clinics available for these rotations are:

1. Harriet Lane Pediatric Clinic
2. Healthcare for the Homeless
3. Outpatient psychiatric clinic
4. Obstetrics Clinic

Law students would participate for 2 or 3 hours (TBD) each morning Monday through Friday, for 4 weeks, and would spend one week at each site. Monday through Wednesday, the students would shadow physicians as they see patients, to get a sense of the common healthcare issues and themes seen in each patient population. Students would also spend time with the clinic case managers and social workers to obtain a better understanding of the psychosocial determinants of healthcare that are impacting each patient population, and which of those issues might have legal remedies. Thursdays will be a day off, and an opportunity to complete a journal writing assignments for that week. Each week the law students will be asked to submit a journal entry both reflecting on their experiences, but also identifying potential legal problems and possible solutions that the patients they have encountered may face and discussing how the students would approach the situation from a legal perspective. Fridays would be spent in a joint seminar with the medical students.

In the meantime, medical students will be participating in their usual rotations. However, half of each day Monday through Thursday will be spent with the clinic social worker or case manager, sitting in as they work with individual patients. During these sessions, students will be asked to think about how the legal system could help remedy some of the patient’s issues, how legal problems can impact patient’s health, how health problems can lead to legal issues, and ways physicians and lawyers can work together to improve the health
of high risk Baltimore City patients. Throughout the day, medical students will be required to focus on the psychosocial aspects of the medical history and not simply the medical issues. On Fridays, medical students will attend a joint seminar with the law students.

Friday Seminars will be led by the course faculty from the University of Baltimore and Johns Hopkins School of Medicine in conjunction with guest lecturers who are experts in the particular area being discussed each week and will cover the following topics:


4) *The Baltimore city adult and juvenile justice system.* Medical issues that frequently arise in detainees. How being incarcerated can impact physical and mental health. Access to care within the system and after release. Landmark cases regarding legal rights of prisoners when it comes to medical care. Potential legal remedies for the issues above.

For each of the topics, the faculty will compile a reading list with timely and topical materials. Students’ participation in class discussion based on the reading materials will be part of the grade.

The course needs to be scheduled for only 4 weeks because the medical school schedule operates in 4 week blocks rather than on a semester basis. Thus, to allow medical students to participate in this course, it would need to be keyed to their schedule.

IV. Staffing

Responsibility for the overall administration of the course will reside with Professor Gregory Dolin and Adjunct Professor Jessica Katzenelson (who presently serves as a co-
Director of the Center for Medicine and Law from Johns Hopkins). Professor Dolin holds a medical degree as well as a law degree and has, during his studies, spent times on the wards. Professor Katznelson is an Assistant Professor of Pediatrics at Johns Hopkins and has extensive experience training medical students and residents. Additionally, Dr. Katznelson has been co-teaching the Medical Malpractice Litigation course here at the law school and is therefore familiar with our operations. Additionally, the course will be supplemented by guest lecturers. Professors Natalie Ram, Barbara Babb, and Gloria Danziger have agreed to assist with lectures on an ad hoc basis. We expect to recruit other lecturers from both inside and outside the schools of law and medicine depending on the topic.

This course is well within Professor Dolin and Professor Katznelson’s areas of expertise.

V. The Need for the Additional Course

The proposed course significantly expands learning opportunities for students to engage with an interdisciplinary approach to problems faced by clients. The course will also fit well with the new directive to establish more experiential learning. The course will give students opportunities to interact with an underserved population, learn the problems that this group is facing, and think of interdisciplinary, holistic, and perhaps unconventional approaches to solving “real world” problems. In this sense, this course satisfies multiple criteria. In the future, it may qualify as a simulation course that could be used to satisfy the law school’s experiential requirement.

VI. Standard Information about the Proposed Course

Course Title: Povertv, Health and Law: The Medical-Legal Partnership
Credit Hours: 3 (three)
Pre-requisites: none
Catalog Description: This course provides students with an opportunity to spend 4 weeks in medical clinics and to shadow physicians, case workers, and social workers from Johns Hopkins. The aim of this four week elective is to bring together upper level law and medical students to explore ways in which legal issues can impact medical care, ways in which legal remedies of issues can impact patient’s health, how legal problems can impact health status, and how physicians and lawyers can work together to improve the health of their patients.

Type of Course: Elective
Enrollment Type: Limited
Class Size: 4-6 law students.
Content outline: See discussion, ante.
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Learning goals: For students to learn which legal issues can impact patient’s health, and vice versa, and how physicians and lawyers can work together to improve the health of their patients.

Assessment: Students will be required to complete a weekly writing assignment (journal) reflecting on the experiences during the preceding week. In that journal they will identify potential legal problems and solutions that the patients they encountered may have. At the end of the four-week rotation, the students will pick, from the patients encountered and problems identified during the rotations, a writing assignment simulating a legal document (e.g., a letter to the landlord, a letter brief, etc.) that would be of help to a patient that they have encountered during the clinical rotations. (The patient will not be a client of the student or the University. The assignments will be done for simulation purposes only). The students will meet with faculty for commentary and criticism of the draft of their simulated legal document. They will then edit the assignment, and ultimately submit a final draft at the end of the semester. The grade will be based on these submissions and class participation. (To the extent possible, a Pass/Fail system would be preferred).

Texts: Materials will be provided via TWEN.

Concentration: At present, this course would not be associated with any concentration. However, as the offerings in the area of health law continue to grow, it is the plan of the Center for Medicine & Law to create a health law concentration. At that point, this course will form an integral part of this new concentration.

Location: The class will be taught on location at various medical clinics operated/staffed by the Johns Hopkins School of Medicine. The Friday seminars will be held either at the University of Baltimore or Johns Hopkins School of Medicine.

Full Rationale: See discussion, ante.

VII. Conclusion

The law school is committed to expanding its course offerings touching healthcare issues, and this commitment found its expression in the creation of the Center for Medicine & Law and the hiring of Professors Dolin and Ram to lead it. Additionally, the law school is committed to expanding experiential opportunities for our law students. The proposed course
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will help to achieve both of these goals. Accordingly, we request that the Committee and the Faculty approve the proposal.

No Impact Review Signatures are required. However, each School/College should ensure the new course does not duplicate course offered by another School/College

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<td>C. Final faculty review body within each School/College</td>
<td>Michael Blanken</td>
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Attach Course Definition Document
1. DATE PREPARED
11/3/2015

2. PREPARED BY
Laurie Beth Harow

3. DEPARTMENT/DIVISION
School of Law

4. COURSE NUMBER(S) with SUBJECT CODE(S)
LAW 828

5. COURSE TITLE
Poverty, Health and Law: The Medical-Legal Partnership

6. CREDIT HOURS
3

7. CATALOG DESCRIPTION
This course provides students with an opportunity to spend 4 weeks in medical clinics and to shadow physicians, case workers, and social workers from Johns Hopkins. The aim of this four week elective is to bring together upper level law and medical students to explore ways in which legal issues can impact medical care, ways in which legal remedies of issues can impact patient’s health, how legal problems can impact health status, and how physicians and lawyers can work together to improve the health of their patients. [Admission by permission only]

8. PREREQUISITES
None

9. COURSE PURPOSE (how the course is to be used in the curriculum; e.g., required for the major, elective, etc.)
Elective.

10. GENERAL EDUCATION AREA (if applicable; e.g., social sciences, humanities, mathematics, etc.)
N/A

11. COURSE TYPE/COMPONENT (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, practicum, research, seminar, supervision, thesis research, tutorial or workshop; this must match PeopleSoft 9.0 coding, so check with your dean's office if you are unsure of the correct entry)
Lecture
12. FACULTY QUALIFIED TO TEACH COURSE

Gregory Dolin and Adjunct Jessica Katznelson

13. CONTENT OUTLINE

See new course proposal form, where it includes outline of course in full detail.

14. LEARNING GOALS

For students to learn which legal issues can impact patient's health, and vice versa, and how and lawyers can work together to improve the health of their patients.

15. ASSESSMENT STRATEGIES

Students will be required to complete a weekly writing assignment (journal) reflecting on the experiences during the preceding week. In that journal they will identify potential legal problems and solutions that the patients they encountered may have. At the end of the four-week rotation, the students will pick, from the patients encountered and problems identified during the rotations, a writing assignment simulating a legal document (e.g., a letter to the landlord, a letter brief, etc.) that would be of help to a patient that they have encountered during the clinical rotations. (The patient will not be a client of the student or the University. The assignments will be done for simulation purposes only). The students will meet with faculty for commentary and criticism of the draft of their simulated legal document. They will then edit the assignment, and ultimately submit a final draft at the end of the semester. The grade will be based on these submissions and class participation. (To the extent possible, a Pass/Fail system would be preferred).

16. SUGGESTED TEXT(S) and MATERIALS (e.g. textbooks, equipment, software, etc., that students must purchase)

Materials will be provided via TWEN.

17. SPECIAL GRADING OPTIONS (if applicable)

None

18. SUGGESTED CLASS SIZE

Limited. 4-6 law students

19. LAB FEES (if applicable)

None