

# WIDENER UNIVERSITY SCHOOL OF LAW

## Health Law I (709)

Fall 2009

Professor Thaddeus Pope

**Contacts:** Room 325; tmpope@widener.edu; 302-477-2230

**Time and Place:** Mon. 6:30 – 7:55 p.m. & Wed. 8:20 – 9:45 p.m. in L-123

**Midterm Exam:** Monday, October 5, 2009 from 6:30 to 7:45 p.m.

**Final Exam:** Saturday, December 19, 2009 from 6:30 to 9:30 p.m.

### I. Course Description

Health Law is an incredibly broad and growing field. This course surveys a subset of some major topics in health law, especially those pertaining to patient care, provider liability, and bioethics. Healthcare finance and regulation issues are covered in *Health Law II*.

This class is cross-enrolled by J.D., L.L.M., and M.J. students. The class will draw heavily on Torts, as well as from Civil Procedure, and Contracts. Familiarity with Agency and Evidence is also recommended but certainly not required.

Specific topics in this course include: **(i)** the formation and termination of the treatment relationship (contracts); **(ii)** the duty to treat (statutory); **(iii)** informed consent (torts); **(iv)** confidentiality (torts, statutory); **(v)** individual and hospital liability (torts, evidence, civil procedure, agency), **(vi)** managed care liability and ERISA preemption (agency, statutory); **(vii)** licensure (statutory); and **(viii)** end-of-life health care decision making (statutory). The unifying themes are mechanisms to assure medical quality and patient autonomy.

### II. Course Objectives

Upon completion of the course, students will have:

- A. A basic systematic understanding of the legal principles surrounding medical liability and treatment relationships.

- B. Further honed legal analysis and writing abilities, through (i) exposure to and critique of legal arguments in judicial opinions, legislative reports, and scholarly writing; (ii) participation in classroom discussion; (iii) completion of weekly problems; (iv) completion of a written midterm examination; and (v) completion of a written final examination.
- C. Integration of material learned in other classes, such as: business organizations, civil procedure, contracts, evidence, statutory interpretation, and torts.

### III. Required Materials

- A. MARK HALL, MARY ANNE BOBINSKI & DAVID ORENTLICHER, *MEDICAL LIABILITY AND TREATMENT RELATIONSHIPS* (2d ed. Aspen 2008) (ISBN13: 9780735570054) [“HBO”].
- B. SANDRA H. JOHNSON ET AL., *HEALTH LAW AND BIOETHICS: CASES IN CONTEXT* (Aspen 2009) (ISBN13: 9780735577671) [“Johnson”].
- C. Health Law is a rapidly developing area. Accordingly, I will regularly post additional current materials to the course TWEN site. I will clarify both in class and on TWEN whether these are required or suggested materials.

### IV. Class Schedule

- A. The class will meet on Mondays from 6:30 to 7:55 p.m. and on Wednesdays from 8:20 to 9:45 p.m. in Room L-123.
- B. The class will *not* meet on the following dates: (i) Monday, September 7<sup>th</sup> due to Labor Day, (ii) Monday, September 28<sup>th</sup> due to Yom Kippur, and (iii) Wednesday, October 14 due to in-service. **But** the class will meet on Tuesday, October 6<sup>th</sup> because all Monday classes will meet that day. The last class meets on Wednesday, December 2<sup>nd</sup>.
- C. One or more class sessions will be offered in an online format using WebStudy. This means that you will be able to “attend” these sessions from wherever you have Internet access.
- D. Depending on class interest, I am happy to schedule an extra “review” class during the weeks before the final exam. Please email your questions to me at least 24 hours before such session to better enable me to answer them. I am also happy to meet, at any time during the semester, both with individual students in my office, and with small groups in the 3<sup>rd</sup> Floor Faculty Conference Room.

## V. What to Do First -- in August

- A. Purchase the two required books.
- B. Register for the TWEN site with the email address that you use most regularly.
- C. If you have not used TWEN before, review the student user guide:  
<http://west.thomson.com/documentation/westlaw/wlawdoc/lawstu/twqrst06.pdf>
- D. Register for the WebStudy site (instructions TBA).
- E. Calendar key course dates into your planner.
- F. Register with the Registrar to **type** your midterm and final exams (recommended but not required).

## VI. Attendance, Preparation, and Participation

- A. Attendance: Under American Bar Association rules, 80% attendance is required to allow you to write the final exam. Attendance will be taken by passing class lists for signature at the start of each class session.
- B. Preparation: I employ only a moderate amount of lecture but lots of case method questions and problems. Consequently, students must come to class prepared to discuss the material assigned. All assigned cases must be read and briefed. Analyze each case using the following headings: (i) essential substantive facts, (ii) procedural posture, (iii) issues, (iv) legal principles, (v) reasoning and (vi) holding. All note problems must be considered before the applicable class session. You do not need to know the correct answer (if there is one), but know the reading material and make a reasonable effort to think about the issues raised.
- C. Warning about Preparation: Brief the cases *yourself*. Do not make use of commercially prepared outlines before writing your own brief. As Professor DeWolf (at Gonzaga Law) explains, “they are like narcotics. Initially they make you feel good (by taking away your anxiety), but precisely for that reason they have a corrosive effect upon your learning. It is as though you were taking violin lessons, and instead of playing the scales you were assigned by your teacher, you bought a tape of Itzak Perlman playing those scales.”
- D. Class Participation: *All* students are expected to participate in class discussions. If illness or emergency prevents you from being fully prepared, please notify me *before* class. I reserve the right to reward exemplary class participation by raising your grade one step (*e.g.* B+ to A-). Typically, around 10% of the class receives such a grade “bump.” Unfortunately, given the mandatory grading curves, I must impose limits and cannot reward all levels of participation in this way.

- E. Laptops: I will use an instant-poll tool in which the entire class “votes” on the answers to orally-posed problems through a browser-supported template. Accordingly, laptops are welcome. If you do not bring a laptop, I expect that you can “vote” through a neighbor’s laptop (after refreshing the browser) or through your cell phone.
- F. TWEN Participation: Students are encouraged to participate not only in class but also through the TWEN discussion boards. Start a new thread or comment on one already in progress. The best posts: (i) are full of insight and analysis (critical thinking), (ii) reference course materials, and (iii) are clearly written (organization & style).
- G. Volunteering: I will frequently ask a question that stumps the person whom I have called on. I will give that person time to think about the question, and see if they can come up with an answer. It will sometimes happen that you have an answer, and instinctively raise your hand to volunteer. I may or may not call on you at that moment. I would prefer your attempt to answer than mine, but best of all is to continue dialogue with the student who was initially called on. Nonetheless, to move things along I may let the volunteer help. Please be sensitive to the fact that the student who is called on often suffers from stage fright, and the most obvious things slip from their mind.
- H. Ask Questions: I begin each class by asking for both administrative and substantive questions. If you want to know what pages we will cover, please ask. If you are having trouble grasping a particular doctrine, please ask. Alternatively, send an email or start a discussion thread on TWEN.
- I. Show & Tell: The topics in this class are constantly in the news and in the plot lines of movies and broadcast shows. If you notice a story that illustrates or discusses a class topic, please send me an email or start a discussion thread on TWEN.

## VII. Classroom Etiquette

- A. The classroom environment must be conducive to learning for all students. Distractions made possible by advances in technology may undermine that goal.
- B. Audial: During class, in addition to the usual courtesies, kindly disable and refrain from using cell phones, pagers, and any other communication device other than your laptop computer. And please mute your laptop.
- C. Visual: Please refrain from displaying wallpaper, screen savers, or other material on your laptop computer that you can reasonably expect to be offensive or distracting to other students.

- D. End Time: I will be diligent about starting the class precisely at 6:30 and 8:20 and ending it precisely at 7:55 and 9:45. In return, please do not begin to pack-up while others are still trying to be engaged in the class discourse.

## VIII. Grading

- A. Weekly Quizzes (20%) – see section IX
- B. Midterm Exam (20%) – see section X
- C. Final Exam (60%) – see section XI
- D. To make my calculations more objective and transparent, I convert all the above percentages into points. There are a total of 300 points for the course. The final exam is worth 180 points. The midterm exam is worth 60 points. The weekly quizzes are worth a total of 60 points. Grading methods are more fully explained in the next three sections.

## IX. Required Quizzes

- A. While I will provide informal, oral feedback during class discussions, I do not want the first *formal* feedback that you receive to be your graded midterm or final exam. Therefore, I will assign weekly multiple choice quizzes, each comprised of three questions.
- B. Due Date: You will complete the quizzes before class on the course TWEN site. I will announce and post the quizzes on most Wednesdays. They will be due by 5:00 p.m. the following Monday. I will review the quiz in Monday's class or post a feedback memo.
- C. Grading: I will grade the quizzes. The ten quizzes, in the cumulative, comprise 20% of your total course grade. Each quiz is worth six points (three questions worth two points each) or roughly 2% of your total course grade (300 points).
- D. TWEN: Many students have found it useful to: (i) open and print the quiz, (ii) take it "offline," and then (iii) log-in and submit their answers.

## X. Midterm Exam

- A. Date: The midterm exam is scheduled from 6:30 to 7:55 p.m. on Monday, October 5, 2009.

- B. Weight: The midterm exam comprises 20% of your course grade, 60 of the 300 total course points.
- C. Grades: The only letter grade for this course is the final course grade based on the total 300 points. Nevertheless, to enable you to gauge your relative performance, I will assign letter grades to the midterm exams based on the mandatory curve. While the numeric scores compute (60 of 300 points), the letter grades are informational only.
- D. Everything else about the midterm exam is the same as for the final exam, except that the midterm is only one hour instead of three hours.

## **XI. Final Exam**

- A. Date: The final exam is scheduled from 6:30 to 9:30 p.m. on Saturday, December 19, 2009.
- B. Weight: The final exam comprises 60% of your course grade, 180 of the 300 total course points.
- C. Format and Length: The final examination will be comprised of three roughly equal parts. The first part will include multiple choice questions. The second part will include short answer questions (10 to 30 minutes). The third part will include a long essay problem (45 to 70 minutes). The essays are essentially hypothetical factual circumstances in which you will be expected to: (i) identify the legal issues, (ii) analyze the problems by applying the correct legal principles, and (iii) argue for a reasonable conclusion.
- D. Coverage: The exam will test those concepts and issues either covered in assigned readings or explored during class lectures and discussions. The exam will roughly reflect the relative time and emphasis on topics in the course. For example, malpractice will be tested more heavily than licensure.
- E. Open Book: On the exam, you will be allowed to use any written or printed materials you choose. No electronic devices are permitted.
- F. Warning about Open Book: Having your notes and materials will **not** relieve you of the need to already know the material. Indeed, it is very probable that if you do not study for this exam as you would for a closed-book exam, then you will do very poorly and perhaps not pass.
- G. ExamSoft: I strongly encourage you to register to **type** your midterm and final exams, using your laptop and special security software that you can download from the Law School's website, <<https://www.examssoft.com/widenerlaw>>. Typing your exam allows you to create a work product in a way that will be least distracting from the substance.

- H. Grading: All exams will receive a raw score from zero to 180. The raw score is meaningful only relative to the raw score of the other students in the class. The raw score will be added to the midterm and quiz scores. That total will then be converted to a scaled score, based on the class curve. For example, if the highest raw score in the class were 240/300, then that student would receive an A. The final grades will comport with Law School's grading policies and grading curve.
- I. Grading Criteria: I have posted four years of my *Health Law* exams and exam feedback memos to the library exam database. While some of those exams (especially before 2007) had a broader coverage than we will have in this course, you can still get a good sense of the criteria that I employ in grading. In short, I look for:
1. An ability to muster relevant evidence and authority to make arguments cogently and clearly
  2. An understanding of substantive legal doctrine
  3. An appreciation for broader policy concerns that influence how legal doctrine applies to novel situations
  4. A practical appreciation for the context of care in a hospital setting and for the context of tort litigation
- J. Exam Feedback: Several weeks after the exam, I will post on the TWEN site: (i) a copy of the exam, (ii) a blank scoring sheet and explanatory memo, and (iii) model answers.
- K. Exam Review: All grades are final; there will be no negotiations regarding revisions, except to correct any mathematical or clerical errors in computing the final score. Of course, I will be happy to go over the exam with anyone who schedules an appointment to review the exam. I will give you a copy of *your* exam answers. If – after reviewing these against the exam, the feedback memo, and your notes – you have questions about your exam, please email those to me in advance of our meeting so that I can be sufficiently prepared to ensure a productive and efficient meeting.

## **XII. Office Hours**

I look forward to talking to you outside class. There are several means of doing this:

- A. After class: I will remain in the classroom after each class for all trailing questions, until or unless we are kicked out by another class.
- B. Office: I can typically be found in my office before and after class. If this is not a convenient time, just let me know in class or by email and we can make an appointment with each other. You are welcome to drop in my office anytime, but it is best to confirm a specific time in advance. If you have a specific question, I

recommend that you send me the question via email ahead of time. In this way, I can think about your question and offer my best assistance.

- C. Email: Feel free to e-mail me at tmpope@widener.edu. I will try to answer any question as soon as possible.
- D. TWEN: Whether you want to elaborate or clarify the casebook materials or class discussions, you can start a discussion thread on the TWEN site. You are encouraged to provide constructive comments within each other's threads.
- E. Lunch or Coffee: I have found that grabbing a quick lunch (or given the time of this class, coffee/tea) is a good way to get to know each other. If you and one or two other students want to share a bite/coffee/tea, please let me know.

### **XIII. TWEN Site**

The TWEN site will include the following materials:

- A. PowerPoint slides for each class, posted shortly before each class
- B. Links to MP3 recordings of periodic reviews and summaries
- C. Links to MP3 recordings of selected classes
- D. Weekly Quizzes (see section IX, *supra*)
- E. Statutes, cases, and other materials
- F. Announcements concerning health law writing and career opportunities

**Warning!!** Do not permit the availability of these materials to deter you from preparing and participating in class. I provide these materials to supplement and enhance classroom learning, not to substitute for it. It is important to remember that knowledge acquisition is only one small part of law school education. I plan to do little lecturing during classes. Lectures may seem to provide more value – more content, more certainty. It may seem like you are “learning” more. But this would be poor preparation for the practice of law where there is little certainty. Furthermore, nonattendance is not an option given University and ABA attendance requirements, and the grading policy described above.

### **XIV. Study Aids and Reference Materials**

Despite the prevalence of health law courses in U.S. law schools, there are, as yet, few student-oriented ancillary materials. But there are numerous clear and lucid law review articles and background reports. I will provide copies of, or links to, the more useful of these materials on a topic-by-topic basis. And you have direct access to most of these through HeinOnline, Westlaw, and other databases.

There are also some good reference books. You really *do not* need to use any of these sources. I list them here only should you want to consult them to get more depth on certain issues.

A. **Study Aids**

1. MARCIA M. BOUMIL ET AL., *MEDICAL LIABILITY IN A NUTSHELL* (West 2d ed. 2003).
2. BARRY R. FURROW, THOMAS L. GREANEY, SANDRA H. JOHNSON, TIMOTHY STOLTZFUS JOST & ROBERT L. SCHWARTZ, *HEALTH LAW* (2d ed. West Hornbook series 2000) (adapted from the 3-volume practitioner series).
3. MARK A. HALL, IRA MARK ELLMAN & DANIEL S. STROUSE, *HEALTH CARE LAW AND ETHICS IN A NUTSHELL* (2d ed. West 1999).
4. ROBERT D. MILLER, *PROBLEMS IN HEALTH CARE LAW* (9<sup>th</sup> ed. Jones & Bartlett 2006).

B. **Study Aids for Non-Lawyers**

1. TONIA D. AIKEN, *LEGAL AND ETHICAL ISSUES IN HEALTH OCCUPATIONS* (Elsevier 2008).
2. GEORGE J. ANNAS, *THE RIGHTS OF PATIENTS: THE AUTHORITATIVE ACLU GUIDE TO THE RIGHTS OF PATIENTS* (3d ed. NYU 2004).
3. BONNIE FREMGEN, *MEDICAL LAW AND ETHICS* (3d ed. Prentice Hall 2008).
4. CARL HORN, *LAW FOR PHYSICIANS: AN OVERVIEW OF MEDICAL LEGAL ISSUES* (AMA 2000).
5. JANICE L. KAZMIER, *HEALTH CARE LAW* (Cengage Learning 2008).
6. MARCIA A. LEWIS & CARL D. TAMPARO, *MEDICAL LAW, ETHICS, AND BIOETHICS* (6<sup>th</sup> ed. F.A. Davis 2007).
7. GEORGE D. POZGAR & NINA SANTUCCI, *LEGAL ASPECTS OF HEALTH CARE ADMINISTRATION* (Jones & Bartlett 10th ed. 2007).
8. RONALD W. SCOTT, *PROMOTING LEGAL AND ETHICAL AWARENESS: A PRIMER FOR HEALTH PROFESSIONALS AND PATIENTS* (Elsevier 2008).

C. **General Reference Materials**

This is, of course, a highly select list. I have not included CLE or practitioner-oriented materials.

1. AMERICAN COLLEGE OF LEGAL MEDICINE TEXTBOOK COMMITTEE, LEGAL MEDICINE (Mosby 7<sup>th</sup> ed. 2007).
2. AMERICAN HEALTH LAWYERS ASSOCIATION, FUNDAMENTALS OF HEALTH LAW (West 4<sup>th</sup> ed. 2008), Westlaw database AHLA-PAPERS.
3. AMERICAN HEALTH LAWYERS ASSOCIATION, HEALTH LAW PRACTICE GUIDE (West CBC 3-vol. looseleaf), Westlaw database HTHLPG.
4. ALISON BARNES ET AL., HEALTH CARE LAW DESK REFERENCE (ALI-ABA 2001).
5. SCOTT BECKER, HEALTH CARE LAW: A PRACTICAL GUIDE (Lexis 1-vol. looseleaf), available on LEXIS.
6. BNA HEALTH LAW AND BUSINESS LIBRARY, WEB PORTFOLIOS LIBRARY (BNA Online) (also available in print or CD-ROM).
7. DEAN M. HARRIS, CONTEMPORARY ISSUES IN HEALTHCARE LAW AND ETHICS (Health Admin. Press 2003).
8. PAUL C. LASKY ED., HOSPITAL LAW MANUAL (Aspen 5-vol. looseleaf).
9. BRYAN A. LIANG, HEALTH LAW & POLICY: A SURVIVAL GUIDE TO MEDICOLEGAL ISSUES FOR PRACTITIONERS (Butterworth Heinemann 2000).
10. ROBERT W. LUNDY, JR., ED., TREATISE ON HEALTH CARE LAW (Matthew Bender 5-vol. looseleaf), on LEXIS.

D. **Specific Issue Reference Materials**

1. JULIE A. BARNES, MANAGED CARE LITIGATION (ABA-BNA 2005 & Supp. 2008).
2. JOHN P. MARREN, MANAGED CARE LAW MANUAL (Aspen looseleaf).
3. ALAN MEISEL & KATHY CERMINARA, THE RIGHT TO DIE (3<sup>rd</sup> ed. Aspen looseleaf).
4. MARK M. MOY, EMTALA ANSWER BOOK (Aspen 2008).
5. CLAIRE C. OBADE, PATIENT CARE DECISION MAKING: A LEGAL GUIDE FOR PROVIDERS (West CBC looseleaf), Westlaw database PCAREDM.
6. STEVEN E. PEGALIS, AMERICAN LAW OF MEDICAL MALPRACTICE (West CBC 3d ed. 2005 & Supp. 2008) (3 volumes).

7. FAY A. ROZOVSKY, *CONSENT TO TREATMENT: A PRACTICAL GUIDE* (3d ed. Aspen 2006).

## **XV. Course Reading Outline**

The outline below is intended to give you a sense of the course coverage. It is *not* a reading schedule. Closely (but not exactly) following its sequence, I will give the specific assignment for the following week during the prior week. I will probably assign additional material (to be posted in PDF on TWEN) to reinforce and link legal concepts presented below.

The current assignment will always be posted on the TWEN home page. Old assignments will be collected as a TWEN “document.”

### **1. Introduction**

Overview	HBO 1-9
Nature of Medical Practice	HBO 9-68

### **2. Treatment Relationship**

#### **Duty to Treat**

<b>Duty to Accept: Common law</b> <i>Hurley v. Eddingfield</i> <i>Wilmington Hosp. v. Manlove</i> Rosenbaum, <i>JAMA</i> 2003	HBO 69-96  PDF TWEN
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<b>Duty to Accept: Statute</b> <i>Burditt v. HHS</i> EMTALA statute <i>Kaufman v. Franz</i> (E.D. Pa. 2009) <i>In re Baby K</i>	PDF TWEN PDF TWEN Johnson 123-142
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#### **Wrongful Rejection**

<i>University Hosp.</i> <i>Glanz v. Vernick</i> <i>Walker v. Pierce</i>	HBO 96-110
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## Treatment Relationship

### Formation

*Adams v. Via Christi*  
*Clanton v. Von Haam*  
*Reynolds v. Decatur Hosp.*  
*Lyon v. Grether*  
*Bazakos v. Lewis* (N.Y.A.D. 2009)

HBO 110-123

PDF TWEN

### Limitation

*Tunkl v. Regents U. Calif.*

HBO 123-126

### Termination

*Ricks v. Budge*  
*Payton v. Weaver*

HBO 127-134

## Informed Consent

### Theory

Film clip: *Wit* (2001)

HBO 196-204

In-class

### Disclosure Standards

*Canterbury v. Spence*  
*Culbertson v. Mernitz*

HBO 204-217

### Causation and Other Elements

*Canterbury v. Spence*  
*Arato v. Avedon* (Cal. 1993)  
*Wilson v. Merritt* (Cal. App. 2006)  
*Marsingill v. O'Malley* (Alaska 2002)  
*DeGennaro v. Tandon* (Conn. 2005)  
Merensen, *JAMA* 2006

Johnson 9-26

PDF TWEN

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### Limiting Liability

*Rizzo v. Schiller*

HBO 217-224

### Conflicts of Interest

*Howard v. Univ. Med. NJ*  
*Moore v. Regents U. Calif.*

HBO 224-243

## Confidentiality of Medical Information

<b>Duty to Maintain Confidentiality</b> Common law & Statutory <i>Doe v. Marselle</i>	HBO 175-185
<b>Duty to Breach Confidentiality</b> Common law & Statutory <i>Bradshaw v. Daniel</i>	HBO 185-196

## 3. Civil Liability

<b>Medical Mistakes and Quality</b> Nature and Extent of Error Quality of Care	HBO 273-287 HBO 287-300
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### Physician Liability

<b>Custom Standard of Care</b> <i>McCourt v. Abernathy</i> <i>Locke v. Pachtman</i> Larriviere, <i>Neurology</i> 2008	300-316  PDF TWEN
<b>Variations in Standard of Care</b> Location, school of thought, economic <i>Jones v. Chidester</i> <i>Chapel v. Allison</i> <i>Hall v. Hilbun</i> (Miss. 1985)	216-332  PDF TWEN
<b>Qualifying and Examining Experts</b> Film clip: <i>Verdict</i> (1982)	332-361 In-class

### Alternative Theories of Liability

Res ipsa – <i>Locke v. Pachtman</i>	HBO 361-365
Negligence – <i>Helling v. Carey</i>	HBO 365-376
Breach of Contract – <i>Sullivan v. O'Connor</i>	HBO 376-382
Vicarious/Captain Ship – <i>Franklin v. Gupta</i>	HBO 382-388
Strict – <i>Helling v. Carey</i>	HBO 388-393
Products – <i>Brown v. Sup. Ct.</i>	HBO 393-406

### Other Liability Elements and Issues

<b>Causation</b> <i>Herskovits v. Group Health</i>	HBO 406-416
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## **Defenses**

### **Statutes of Limitation & Repose**

*Cunningham v. Huffman*

*Jewson v. Mayo Clinic* (8<sup>th</sup> Cir. 1982)

*Wells v. Billars* (S.D. 1986)

HBO 416-421

PDF TWEN

PDF TWEN

### **Affirmative Defenses**

*Schneider v. Revici*

HBO 421-427

### **Arbitration and Settlement**

*Madden v. Kaiser Hosp.*

HBO 427-435

### **Damages**

*Fein v. Permanente Med. Group*

*Roberts v. Stevens Clinic Hosp.*

*Kessler v. Brown* (Phila., Pa. verdict 2009)

HBO 436-454

PDF TWEN

## **Hospital Liability**

HBO 454-479

### **Direct Liability**

*Johnson v. Misericordia Hosp.*

*Darling v. Charleston Hosp.*

Johnson 27-52

### **Vicarious Liability**

*Schloendorff v. Soc'y NY Hosp.*

*Adamski v. Tacoma Hosp.*

Film clip: *Ghost Town* (2008)

*Frigo v. Silver Cross* (Ill. 2007)

*Stroud v. Abington Hosp.* (E.D. Pa. 2008)

*Thomas v. Oldfield* (Tenn. 2008)

In-class

PDF TWEN

PDF TWEN

PDF TWEN

### **Managed Care Liability**

*Boyd v. Albert Einstein Med.*

*Wickline v. State*

HBO 479-503

### **ERISA Preemption**

*Aetna v. Davila*

*Sarkisyan v. CIGNA* (C.D. Cal. 2009)

[Packet of handouts by Jost, Butler, CRS,

Gerbasi, and others]

PDF TWEN

PDF TWEN

### **Medical Malpractice Reform**

NPDB – Levine & Wolf, Public Citizen Report

ACOG, Defensive Medicine & Cesarean Rates

HBO 503-524

PDF TWEN

PDF TWEN

## 4 Non-Liability Mechanisms to Assure Quality

<b>Licensure of Providers</b>	HBO 134-151
Gatekeeping Function	
Discipline Function	
Scope of Practice	
Del., 145 <sup>th</sup> Assembly, S.B. 172 (2009)	PDF TWEN
<i>State v. Hageseth</i> (Sup. Ct., Cal. 2009)	PDF TWEN
<b>Licensure of Facilities</b>	HBO 151-161
<b>Market Incentives</b>	PDF TWEN
<b>State Regulation</b>	PDF TWEN
<b>Federal Regulation</b>	PDF TWEN

## 5 End-of-Life Healthcare Decisions

<b>Competent Patients</b>	
Right to Refuse	
<i>Bouvia v. Sup. Ct.</i> (Cal. App.)	PDF TWEN
State Interests	PDF TWEN
<b>Capacity &amp; Competence</b>	
<i>Tenn. v. Northern</i> (Tenn. 1978)	PDF TWEN
<i>Lane v. Candura</i> (Mass. 1978)	PDF TWEN
<b>Incompetent Patients with Advance Directives</b>	
Delaware Healthcare Decisions Act	PDF TWEN
<b>Incompetent Patients without Advance Directives</b>	
<i>In re Wendland</i> (Cal. 2001)	PDF TWEN
<i>In re Conroy</i> (N.J. 1985)	PDF TWEN
<i>Quinlan &amp; Cruzan</i>	Johnson 53-78