College of Osteopathic Medicine  
Course Syllabus

Course Details & Information:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Medical Ethics II &amp; Legal Topics in Clinical Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>BIOE*2120</td>
</tr>
<tr>
<td>Graduating Class Year</td>
<td>2016</td>
</tr>
<tr>
<td>Discipline</td>
<td>Clinical Bioethics</td>
</tr>
<tr>
<td>Course URL</td>
<td></td>
</tr>
<tr>
<td>Course Option Type</td>
<td>Required</td>
</tr>
</tbody>
</table>

Course Administration & Duration:

<table>
<thead>
<tr>
<th>Department</th>
<th>Behavioral Medicine, Medical Humanities &amp; Bioethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method</td>
<td>Lecture &amp; Small Group</td>
</tr>
<tr>
<td>Chief Coordinator</td>
<td>Norma Hirsch, MD, FAAHPM, FAAP</td>
</tr>
<tr>
<td>Co-Coordinator</td>
<td>Roberta Wattleworth, DO, MHA, MPH, FACOFP</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>2</td>
</tr>
<tr>
<td>Dates</td>
<td>08/19/13 – 05/21/14</td>
</tr>
</tbody>
</table>

Text or Required Readings:

I. REQUIRED TEXT

- Chapter 3 (pp. 64-93) Moral Status

II. RECOMMENDED ARTICLES & BOOK CHAPTERS (On Reserve in the University Library):
Caldicott, Catherine & Kathy Faber-Langendoen (September 2005), Deception, Discrimination, and Fear of Reprisal: Lesson in Ethics from Third-Year Medical Students, Academic Medicine, 80(9): 866-873. [http://journals.lww.com/academicmedicine/Deception, Discrimination, and Fear of Reprisal](http://journals.lww.com/academicmedicine/Deception, Discrimination, and Fear of Reprisal)

- Chapter 5 (pp. 67-80) Ethics Consultation as Moral Engagement
- Chapter 6 (pp. 81-101) Ethics By Committee: The Moral Authority of Consensus

- Chapter 1 Virtue Theory (Review from Medical Ethics I)
- Chapter 2 The Link Between Virtues, Principles & Duties
- Chapter 3 Medicine as a Moral Community (Review from Medical Ethics I)
- Chapter 5 Fidelity to Trust
- Chapter 6 Compassion
- Chapter 11 Integrity
**RECOMMENDED ARTICLES & BOOK CHAPTERS (On Reserve in the University Library), cont.:**

- Chapter 8 (pp. 154-171) **Fidelity: Promise-Keeping, Loyalty to Patients, and Impaired Professionals**
- Chapter 11 (pp. 229-249) **Genetics, Birth, and the Biological Revolution**
- Chapter 14 (pp. 294-322) **Organ Transplants**

- Pg. 84-94
- Pg. 100-107
- Pg. 115-132
- Pg. 132-136
- Pg. 147-154
- Pg. 154-160

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<table>
<thead>
<tr>
<th>II. RECOMMENDED JOURNALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JOURNALS DEVOTED SPECIFICALLY TO BIOETHICS:</strong></td>
</tr>
<tr>
<td>Medical journals publish articles related to medical ethics regularly. The following journals are recommended:</td>
</tr>
</tbody>
</table>

- The American Journal of Bioethics [http://www.bioethics.net/journal](http://www.bioethics.net/journal)
- BioMed Central Medical Ethics [http://www.biomedcentral.com/bmcmedethics](http://www.biomedcentral.com/bmcmedethics)
- Ethics In Medicine – University of Washington School of Medicine [http://depts.washington.edu/bioethx/toc.html](http://depts.washington.edu/bioethx/toc.html)
- Jewish Medical Ethics and Halacha (J ME) [http://www.medethics.org.il/siteEng/PagesEn.asp?cat_id=4&page_id=20](http://www.medethics.org.il/siteEng/PagesEn.asp?cat_id=4&page_id=20)
- The Journal of Medical Ethics [http://jme.bmj.com/](http://jme.bmj.com/)
- The Kennedy Institute of Ethics Journa [http://muse.jhu.edu/journals/kennedy_institute_of_ethics_joumal](http://muse.jhu.edu/journals/kennedy_institute_of_ethics_joumal/)
- Theoretical Medicine & Bioethics [http://www.springerlink.com/content/103004/](http://www.springerlink.com/content/103004/)
### RECOMMENDED BIOMEDICAL ETHICS LINKS:

- American Society for Bioethics and Humanities  [http://www.asbh.org](http://www.asbh.org)
- Bioethics.net [http://bioethics.upenn.edu](http://bioethics.upenn.edu)
- Case Western Reserve University [http://www.cwru.edu/med/bioethics/](http://www.cwru.edu/med/bioethics/)
- Georgetown University Center for Clinical Bioethics [http://clinicalbioethics.georgetown.edu/](http://clinicalbioethics.georgetown.edu/)
- Kennedy Institute of Ethics [http://kennedyinstitute.georgetown.edu/](http://kennedyinstitute.georgetown.edu/)
- Medical College of Wisconsin: The Center for the Study of Bioethics [http://www.mcw.edu/bioethics](http://www.mcw.edu/bioethics)
- National Reference Center for Bioethics Literature [http://www.georgetown.edu/research/nrc/](http://www.georgetown.edu/research/nrc/)
- Neiswanger Institute for Bioethics and Health Policy, Loyola University Chicago Stritch School of Medicine [http://bioethics.lumc.edu](http://bioethics.lumc.edu)
- University of Washington School of Medicine – Ethics in Medicine [http://depts.washington.edu/bioethx/](http://depts.washington.edu/bioethx/)

### CODES OF ETHICS:

- The Hippocratic Oath
- The American Osteopathic Code of Ethics
- The American Medical Association, Principles of Medical Ethics
- The Universal Declaration on Bioethics and Human Rights
- World Medical Association, Declaration of Geneva
- The Christian Physician’s Oath
- The Oath of a Muslim Physician
- The Oath of Maimonides

### Description:

The course is designed to assist students in understanding central issues of frequently encountered ethical-moral problems, and the interrelationship between medical ethics and the law. Cases that have shaped medical ethics, as well as the more subtle ethical issues arising in practice will be discussed. Potential ethical-moral problems faced by students during clinical rotations will also be explored. The emphasis will be on the development of case-based ethical-moral problem-solving skills. At the completion of the course, students will demonstrate the ability to apply ethical-moral decision-making and clinical ethical reasoning in the context of a simulated patient encounter (SPAL).
Course Goals & Objectives:

At the completion of the course, the student will have explored the following principles, ethical-moral dilemmas, and legal topics in clinical medicine and be able to:

**MEDICAL ETHICS**

- recognize landmark ethics cases that have influenced both medical practice and/or legislation.
- discuss the evolution of medical care for patients who are terminally ill, in a persistent vegetative state, or minimally conscious state.
- describe autonomy, beneficence, non-maleficence, justice – and their relationship to case-focused solutions of ethical-moral dilemmas.
- define conflict of interest.
- describe one’s own ethical-moral decision-making process.
- apply the skills involved in doing an ethics work-up utilizing clinical ethical reasoning.
- describe the physician’s responsibilities when disagreement occurs between family members and the wishes of a patient who lacks medical decision making capacity for his/her medical care.
- state the physician’s duties to minors, dependent and vulnerable adults, and their families.
- apply the ethics of feta/ neonatal intervention to a representative case.
- describe the implications and ethical obligations pertaining to the impaired physician.
- describe the allocation of artificial and transplantable organs – i.e., selecting recipients, distribution systems, waiting lists, re-transplants, living donors, cost and informed consent.
- apply ethical principles to cases involving reproductive technologies.
- describe the relationship and interaction between medical ethics, health law, and malpractice.
- define medico legal decision-making.
- recognize civil law standards for care.
- state the criminal laws that apply to medical care.
- describe administrative law and its implication for health care practitioners.
- define the ethical principles and the legal doctrines of confidentiality and the privilege of doctor-patient communication.
- state the ethical principles and the legal doctrines of the obligation to warn and protect innocent third parties when patients threaten serious bodily harm to others.
- distinguish competency from medical decision-making capacity.
- describe the legal aspects of medical decision-making capacity.
- apply the law as it relates to end-of-life care in a hypothetical case.
- describe the ethical and legal issues of termination of life support for adults who lack medical decision making capacity.
- recognize the contractual and statutory duties to treat.
- recognize key dimensions of the Americans with Disabilities Act and the Emergency Medical Treatment and Active Labor Act.
- articulate the implications of managed care organizations and duty to treat.
- recognize the physician’s multiple duties under the public health laws.
- list key elements of the Affordable Care Act
- apply the guidelines for medical documentation.
Requirements:

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Attendance is expected - and points may be earned for lectures #1-10.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination 1, 2 &amp; 3</td>
<td>(Refer to Grading Policy)</td>
</tr>
</tbody>
</table>

Resources:

<table>
<thead>
<tr>
<th>Chief Coordinator</th>
<th>Norma Hirsch, MD, FAAHPM, FAAP</th>
<th>Phone</th>
<th>(515) 271-1627</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>DMU Clinic Room 1006</td>
<td>E-mail</td>
<td><a href="mailto:Norma.Hirsch@dmu.edu">Norma.Hirsch@dmu.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>By appointment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-Coordinator</td>
<td>Roberta Wattleworth, DO, MHA, MPH, FAC OFP</td>
<td>Phone</td>
<td>(515) 271-1627</td>
</tr>
<tr>
<td>Office</td>
<td>DMU Clinic Room 1020</td>
<td>E-mail</td>
<td><a href="mailto:Roberta.Wattleworth@dmu.edu">Roberta.Wattleworth@dmu.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>By appointment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Assistant</td>
<td>Debra Bustad</td>
<td>Phone</td>
<td>(515) 271-1627</td>
</tr>
<tr>
<td>Office</td>
<td>DMU Clinic Room 1003</td>
<td>E-mail</td>
<td><a href="mailto:Debra.Bustad@dmu.edu">Debra.Bustad@dmu.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>8:00 AM – 3:00 PM</td>
<td></td>
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</tr>
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</table>

Attributes & Core Competencies:

This course addresses the development of the following American Osteopathic Association Core Competencies of the Osteopathic Student and Professional: *Medical Knowledge, *Patient Care, *Interpersonal and Communication Skills, and *Professionalism.

*The asterisk denotes the competencies that are assessed during this course.

Course Policies:

Lecture Attendance

Lectures #1, 2, 4, 5, 7, 8, 10 – 12, 14 - 17 (Ruza)
Lectures #3, 6, 9, 13 (SEC Auditorium)

Attendance is expected. Attendance will be taken at all lectures and groups for the purpose of assigning earned attendance points. Students may receive 2 points for attending all activities and scholarly professional participation on each scheduled date, with the exception of the Health Care Law lectures (#11 – 17), where points will not be assigned. Attendance means exactly that - if you are not physically present, no points will be awarded. Out of respect to lecturers and fellow students please refrain from extraneous activities during lectures by closing lap-top computers. Course handouts will be available on Angel. Most will be posted 24 hours prior to the lecture. If you wish, print the course handout prior to lecture for your personal note taking, but do not plan to use computers during lecture.

Attendance points represent a portion of the total course points (Please Review Grading Policy).

Notices of change in lecture, lecturer, group or exam will be e-mailed to the class, and whenever possible updated on the Outlook calendar.
SIGN-IN POLICY:
To receive attendance points, students must sign the attendance roster in both the lecture hall and the discussion groups. The attendance roster is the official recording document. No other means of verifying attendance will be accepted. Attendance points may not be remediated.

Evaluation:
There will be two written examinations. The first will be a 40 point multiple choice or matching format, and the second a 20 point multiple choice or matching format, which will cover the Health Care Law material only. Questions may be based on lecture presentations, assigned readings, media, group discussion questions, and handouts.

The third examination will be the completion and submission of the Ethics SPAL Self-Evaluation and Group Discussion Questions. The SPAL Self-Evaluation consists of 10 questions with each worth 2 points for a total of 20 possible points.

You may use assigned readings, class notes, handouts, PowerPoints, medical ethics journals, codes of ethics, or other sources to assist you.

The self-evaluation must be submitted electronically to Ms. Debra Bustad in the Department of Behavioral Medicine, Medical Humanities & Bioethics no later than 8:00 AM on April 21, 2014.

Due dates are set as stated. Late assignments will be penalized to be fair to those who complete the assignment on time. The penalty will consist of 5 points deducted (out of 20) if the work is submitted within 48 hours after the due date. Beyond that, no work is accepted unless there are serious extenuating circumstances. You must present these circumstances to the course coordinator.

GUIDELINES FOR SELF-EVALUATION AND GROUP DISCUSSION QUESTIONS:
Each student will participate in a SPAL case that poses a significant ethical-moral dilemma. Following the SPAL, the student will complete the Self-Evaluation and Group Discussion Questions which must be typewritten, grammatically well-constructed, with specific and concise answers to the following:

- Identify the medical facts, the patient's or family's expressed preferences, quality of life (identified values), and the contextual features of the patient/family. How did these interconnect? Which of these most influenced your decision-making with the patient/family?
- Identify and discuss the principles of Ethics that apply to the patient's presentation.
- Did you maintain your moral integrity, or did you believe that there were demands requiring you to sacrifice/abandon your moral integrity?
- The “ethics of care” places special emphasis on emotional responsiveness – i.e., expressing the appropriate emotion is morally relevant. A physician is “morally” deficient when responding only according to norms of obligation. What did you do to demonstrate morally relevant emotional responsiveness? How did you attempt to establish trustworthiness – i.e., what did you do to merit the patient's/family’s confidence in your character and conduct?
- What did you do in the interview that you believe was consistent with what a virtuous physician would do? (Virtues in Medicine)
- Were you concerned about the patient's/family's decisional capacity? Explain.
- Identify and discuss any interconnections between medical ethics, the law, and institutional practices and policies that may apply in the care of your SPAL patient.
- How did the Goals of Medicine influence your interaction and clinical ethical reasoning with the patient/family?
- What difficulties did you experience during the interview? What would you do differently when seeing a similar patient/family in the future?
- After completing two years of training in Medical Ethics, please provide three lessons you learned that will likely become a permanent part of your practice habits (e.g., reporting all cases of suspected dependent adult abuse.)
**ONLINE MODULE - CONFLICT OF INTEREST**

An online module concerning conflict of interest especially as it applies to Big Pharma is available on the Angel site. In order to receive a passing grade in the course, this module and the accompanying cases must be completed. While time is allocated for this activity in your schedule on September 3, 2013, you may complete this module any time within the following window: September 3 - 16, 2013.

**EXAMINATION PROTOCOL:**

No student may have books, notes, or electronic equipment (cell phone, computer, calculator, etc.) on his/her desk or person during an examination unless directed to do so by the course coordinator. Any items of this nature must be left in the student lockers.

Students are required to be present and seated at the start of the examination. Any student arriving late will be seated at the discretion of the Course Coordinator. Students may not leave the test site until 15 minutes after the examination begins. All students are required to take all examinations regardless of accumulated points to date.

**Examination Review**

Course coordinators will automatically review examination outcomes. Students may review the written examinations with faculty of the Department of Behavioral Medicine, Medical Humanities & Bioethics from 12:00-12:45 PM on Fri., 01/17/14; and from 12:00-12:45 PM on Thurs., 05/23/14; Tower Room 1001.

**Examination Make Up**

Any student who is ill or experiences exceptional circumstances and requires a make-up examination must contact the Course Coordinator at X1627 on or before the examination date. Requests for make-up examinations not due to illness must be submitted in writing to the coordinator for approval. Such requests should be made at least two days prior to the examination whenever possible. Final determination regarding the request will be at the Course Coordinator’s discretion in accordance with Student Handbook guidelines. It is the student’s responsibility to contact the Course Coordinator to determine whether or not the request has been approved.

The Ethics SPAL is a required activity. Any student with validated extreme personal circumstances missing the SPAL may be given a remediation assignment at the discretion of the Course Coordinator. The student must contact the Course Coordinator prior to their assigned SPAL time, to receive approval for the absence and consideration for remediation.

**Grading**

1. The final course grade will be determined by dividing the sum of correct points on the three examinations plus total attendance points earned by the total points possible and multiplying by 100. Final grades will be rounded up for % grades of 0.50 or higher.

   The two written examinations will consist of 40 and 20 points, respectively. The third exam (SPAL Self-Evaluation & Group Discussion Questions) will be assigned 20 points. There are 20 possible attendance points for lectures 1-10 (2 points for each scheduled date) with the sum of course points equaling 100. (No attendance points will be assigned for the Health Care Law lectures #11-17.)

   To earn attendance points, scholarly, active participation in the learning groups with demonstrated professional interactions and behavior in the Lecture Hall is required.

   And

2. Satisfactory completion of the online module regarding Conflict of Interest (Big Pharma)

   And

3. Receiving a satisfactory evaluation in the Standardized Performance Assessment Laboratory. If a student receives an unsatisfactory mark, the Course Coordinator will review and evaluate the student video and, if necessary, remediation will be assigned. The Course Coordinator’s decision is final.
A final score of 70%, successful completion of the SPAL, a passing grade on the second examination, and satisfactory completion of the online Conflict of Interest module are required to receive a passing grade for Ethics II.

**Plagiarism or other forms of unethical behavior will result in a failure in the course.**

The following grading scale will be used to assign final letter grades for this course:

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>97-100%</th>
<th>A+</th>
<th>93-96%</th>
<th>A</th>
<th>90-92%</th>
<th>A-</th>
<th>87-89%</th>
<th>B+</th>
<th>83-86%</th>
<th>B</th>
<th>80-82%</th>
<th>B-</th>
<th>77-79%</th>
<th>C+</th>
<th>70-76%</th>
<th>C</th>
<th>≤69.49%</th>
<th>F</th>
</tr>
</thead>
</table>

**Re-Evaluation Policy**

Students failing the course will be allowed to take a written Re-Evaluation Examination (administered during the designated re-evaluation period as determined by the Registrar’s Office) if an improved score on the examination will result in a passing score for the course. If the re-evaluation examination combined with the student’s earned attendance points does not result in a final score of 70%, the student will receive a failing grade and repeat the course when next offered.
Course Schedule & Examinations:
Recommended readings are from selected books and journal articles. All are on reserve at the University Library. Please be familiar with any assigned readings before class. Lectures will take place from 1:00 until 2:50 PM on the dates below.

<table>
<thead>
<tr>
<th>LECTURER</th>
<th>DATE</th>
<th>LECTURE TITLE</th>
<th>KEYWORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wattleworth &amp; Hirsch</td>
<td>08/19/13 1:00 - 2:50 PM Ruza</td>
<td>Famous Cases in Medical Ethics and Their Impact on Current Medical Practice (Instruction regarding the computer module – COI)</td>
<td>Ethics, Famous Cases</td>
</tr>
<tr>
<td>2. Wattleworth &amp; Hirsch</td>
<td>09/03/13 8:00-9:50 am Ruza</td>
<td>Time Reserved for Conflict of Interest - Big Pharma - Computer Module</td>
<td></td>
</tr>
<tr>
<td>2. Wattleworth &amp; Hirsch</td>
<td>09/16/13 1:00 - 2:50 PM Ruza</td>
<td>Conflict of Interest (Lecture)</td>
<td>Conflict of Interest</td>
</tr>
<tr>
<td>3. Croskey, Berg, Greenfield</td>
<td>10/14/13 1:00 - 2:50 PM AUD</td>
<td>Professionalism: The Impaired Physician (Lecture)</td>
<td>Ethics, Impaired Physician</td>
</tr>
<tr>
<td>4. TBA</td>
<td>11/04/13 1:00 - 2:50 PM Ruza</td>
<td>Ethics of Organ Procurement &amp; Allocation (Lecture)</td>
<td>Ethics, Transplantation</td>
</tr>
<tr>
<td>5a. Wattleworth</td>
<td>11/25/13 1:00 - 1:50 PM Ruza</td>
<td>Ethical Issues: Minors &amp; Dependent Adults (Lecture)</td>
<td>Minors, Vulnerable adults</td>
</tr>
<tr>
<td>5b. Bzdega</td>
<td>11/25/13 2:00 - 2:50 PM Ruza</td>
<td>Ethics of Fetal and Neonatal Intervention (Lecture)</td>
<td>Ethics, Fetal and neonatal intervention</td>
</tr>
<tr>
<td>LECTURER</td>
<td>DATE</td>
<td>LECTURE TITLE</td>
<td>KEYWORDS</td>
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</tr>
<tr>
<td>Cooper</td>
<td>12/09/13 1:00 - 2:50 PM</td>
<td>Ethics of Reproduction Technologies (Lecture)</td>
<td>Reproduction technologies</td>
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<tr>
<td></td>
<td>01/13/14 1:00-1:50 PM</td>
<td>EXAMINATION</td>
<td></td>
</tr>
<tr>
<td>Hirsch</td>
<td>01/27/14 1:00 - 2:50 PM</td>
<td>Health Care Ethics Committees &amp; Ethics Consultation (Lecture)</td>
<td>Ethics consultation Ethics committees</td>
</tr>
<tr>
<td>Johnson</td>
<td>02/24/14 1:00 - 1:50 PM</td>
<td>Ethics of Personal Genomic Medicine (Lecture)</td>
<td>Ethics genomic medicine</td>
</tr>
<tr>
<td>Wattleworth</td>
<td>02/24/14 2:00 - 2:50 PM</td>
<td>Professionalism: Ethical Dilemmas Encountered in Clinical Rotations (Lecture)</td>
<td>Ethical issues encountered on clinical rotations</td>
</tr>
<tr>
<td>Freeman</td>
<td>03/10/14 1:00 - 2:50 PM</td>
<td>Introduction to Health Law (And How it Contrasts with Ethics) (Lecture)</td>
<td>Health Law - Ethics</td>
</tr>
</tbody>
</table>
### Suggested Readings for SPAL Preparation & Self-Evaluation

**Pellegrino, Edmund & David Thomasma (1993). The Virtues in Medical Practice. (On-reserve in the University Library)**

- Chapter 1 (pp. 3-17) Virtue Theory (review from Medical Ethics I)
- Chapter 2 (pp. 18-30) The Link Between Virtues, Principles & Duties
- Chapter 3 (pp. 31-50) Medicine as a Moral Community (review from Medical Ethics I)
- Chapter 5 (pp. 65-78) Fidelity to Trust
- Chapter 6 (pp 79-108) Compassion
- Chapter 11 (pp. 127-143) Integrity


- Pg. 84–93; 100–107; 115–132

**Review lectures:**
- Medical Ethics I - 1: Setting the Stage, Wattleworth
- Medical Ethics II – 2: Ethical Issues: Minors & Dependent Adults, Wattleworth

<table>
<thead>
<tr>
<th>LECTURE</th>
<th>DATE</th>
<th>LECTURE TITLE</th>
<th>KEYWORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>Hirsch/Wattleworth</td>
<td>04/21/14 1:00 – 2:50 PM Ruza</td>
<td>Ethics SPAL Review (Lecture/Group)</td>
</tr>
<tr>
<td>11.</td>
<td>Hill</td>
<td>05/19/14 8:00 – 8:50 AM Ruza</td>
<td>Health Care Law I</td>
</tr>
<tr>
<td>12.</td>
<td>Hill</td>
<td>05/19/14 9:00 – 9:50 AM Ruza</td>
<td>Health Care Law II</td>
</tr>
<tr>
<td>13.</td>
<td>Hill</td>
<td>05/19/14 10:00 – 10:50 AM Ruza</td>
<td>Health Care Law III</td>
</tr>
<tr>
<td>14.</td>
<td>Hill</td>
<td>05/20/14 8:00 – 8:50 AM Ruza</td>
<td>Health Care Law IV</td>
</tr>
<tr>
<td>15.</td>
<td>Hill</td>
<td>05/20/14 9:00 – 9:50 AM Ruza</td>
<td>Health Care Law V</td>
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<tr>
<td>16.</td>
<td>Hill</td>
<td>05/20/14 10:00 – 10:50 AM Ruza</td>
<td>Health Care Law VI</td>
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<tr>
<td>17.</td>
<td>Hill</td>
<td>05/20/14 11:00 – 11:50 AM Ruza</td>
<td>Health Care Law VII</td>
</tr>
<tr>
<td></td>
<td></td>
<td>05/21/14 10:00-10:50 AM MEC</td>
<td>EXAMINATION 3 (Health Care Law Exam)</td>
</tr>
</tbody>
</table>
## Faculty & Guest Lecturers

### Faculty:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Department/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norma Hirsch, MD, FAAHPM, FAAP</td>
<td>Department of Behavioral Medicine, Medical Humanities &amp; Bioethics</td>
</tr>
<tr>
<td>Roberta Wattleworth, DO, MPH, MHA, FACOFP</td>
<td>Department of Family Medicine</td>
</tr>
</tbody>
</table>

### Guest Lecturers:

<table>
<thead>
<tr>
<th>Guest Lecturer</th>
<th>Institution/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Berg, DO</td>
<td>VA Medical Center</td>
</tr>
<tr>
<td>Jeanine Freeman, JD</td>
<td>Iowa Medical Society</td>
</tr>
<tr>
<td>Holley Bzdega, MD</td>
<td>Blank Children’s Hospital - NICU</td>
</tr>
<tr>
<td>Jerome Greenfield, MD</td>
<td>Mercy Medical Center</td>
</tr>
<tr>
<td>Brian Cooper, MD, FACOG</td>
<td>Mid-Iowa Infertility, P.C.</td>
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<tr>
<td>Cindy Johnson, MS, CGC</td>
<td>Perinatal Center of Iowa</td>
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<tr>
<td>Kent Croskey, DO</td>
<td>Iowa Health System</td>
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