

UNIVERSITY OF MARY
NUR 648 Healthcare Law and Policy
3 credits

Course Description: Provides a legal analysis of health care from a broad perspective and incorporates a discussion and study of health care policy; explores the role that law plays in promoting the quality of health care, organizing the delivery of health care, methods used to control the cost of health care, promoting access to necessary health care, and protecting human rights of those who are provided health care.

University of Mary Mission Statement:

The University of Mary exists to serve the religious, academic, and cultural needs of people in this region and beyond. It takes its tone from the commitment of the Sisters of Annunciation Monastery. These Sisters founded the University and continue to sponsor it today. It is Christian, it is Catholic, and it is Benedictine.

Program Mission Statement:

The Nursing Division prepares nurses to provide safe, quality, patient-centered health care to the people in the region and beyond without regard to race, religion, cultural background, or gender. By fostering a Christian, Catholic and Benedictine learning environment, the Division supports the University mission to prepare leaders in the service of truth and to be competent in spirituality and ethics, communication, critical thinking, and global stewardship.

Faith and Reason Statement:

In accordance with the mission of the University of Mary and the Division of Nursing to prepare leaders in the service of truth, we honor the free exchange of ideas. During your program, many ethical and diverse topics will be explored. In the Benedictine Tradition, respect for all persons is vital to advance dialogue between faith and reason.

Servant Leadership Experience: *Servant leadership experiences are based on character building relationships integrated with a solid understanding of what it is to be a servant leader with Jesus Christ as model and the Benedictine values of community, hospitality, moderation, prayer, respect for persons, and service. These values are foundational in character building, ethical decision making, and the integration of the intellectual, spiritual, emotional, and physical aspects of life.*

Relationship of the course to servant leadership: The course is designed to understand the legal aspects and realities of life in a health care environment, but at the same time, recognizing that what is legal is not always ethical or consistent with service modeled by Jesus Christ. Therefore, the course also balances the necessary legal requirements with ethical decision making, recognition of character building opportunities, and the exploration of actions of a servant leader.

Benedictine Experience:

Although communal life inspired by the Rule of St. Benedict stores a vast treasury of Benedictine values, six of these are of particular importance for our life here at the University of Mary . . . Father James P. Shea, President, University of Mary

Community – Striving together for the common good and growing in relationship with God, one another, and self [Rule of Benedict 33 – “Let all things be common to all.”]

Hospitality – Receiving others as Christ with warmth and attentiveness [Rule of Benedict 53 – “Let all be received as Christ.”]

Moderation – Honoring all of God’s creation and living simply with balance and gratitude [Rule of Benedict 31 – “Regard all things as sacred and do everything with moderation.”]

Prayer- Attending to the mystery and sacredness of life, abiding in the divine presence, listening and responding to God [Rule of Benedict 4 – “Listen intently to holy readings. Give yourself frequently to prayer.”]

Respect for Persons – Recognizing the image of God in each person and honoring each one in their giftedness and limitations [Rule of Benedict 4 – “Honor everyone and never do to another what you do not want done to yourself.”]

Service – Meeting the needs of others in the example of Jesus the servant leader [Rule of Benedict 35 – “The members should serve one another.”]

Relationship of the course to the Benedictine values: The Benedictine Experience of **Respect for Persons** is evidenced in this course by maintaining confidentiality of names and identifying information, the manner in which discussions are required to be conducted, as well as in the effort to provide care to different populations. Designing programs essential to improving the community’s health fosters **Moderation**. The value of **Service** is evidenced by efforts to design and implement programs that will be helpful in improving the health of a specific community.

It is an expectation that graduate nursing students demonstrate professional conduct in all interactions. Please refer to the Professional Conduct and Behavioral Standards outlined in the Graduate Nursing Handbook.

Competence Experience:

Course Outcomes	Master's Essentials	Doctorate Essentials	Program Outcomes	University of Mary Graduate Outcomes	Method of Assessment
1. Describe what law is and the various sources of law.	Essential: I	Essential: V, VI, VII	Nurse Educator: 7,8 Family Nurse Practitioner: 2,5, 6 Nurse Administrator: 5 DD: 1	Scholarship	Activities 1, 2, and 5 Weekly Projects Discussions
2. Discuss the basic regime for the licensing and discipline of health care professionals.	Essential: IX	Essential: V, VI, VII	Nurse Educator: 7,8 Family Nurse Practitioner: 2,6 Nurse Administrator: 1,7 DD: 1	Professional Distinction	Activities 1 Projects Discussion: Hospital and Physician Performance Data
3. Critique the basic concepts under which liability is imposed on health care professionals, and is imposed (or not imposed) on hospitals, managed care organizations, and other health care institutions.	Essential: II	Essential: V, VI, VII	Nurse Educator: 7,8 Family Nurse Practitioner: 2, 5, 6 Nurse Administrator: 1,2,3,4,5,6 DD: 1	Professional Distinction	Activities: 2, 3 and 4 Projects Discussion: Muse Case - Release from Care
4. Compare and contrast the basic structure and financing of Medicare, Medicaid and private health insurance.	Essential: VI and IX	Essential: V, VI, VII	Nurse Educator: 1,7,8 Family Nurse Practitioner: 2, 5, 6 Nurse Administrator: 5,6 DD: 2, 4	Professional Distinction	Activities: 3 and 4 Projects Discussion: Health Care Reform
5. Recognize legal issues and situations relating to the basic laws on access to health care services, including: Medicare, Medicaid, the Federal Emergency Medical Treatment and Active Labor Act (EMTALA), the Americans with Disabilities Act, and similar laws.	Essential: IV and VI	Essential: V, VI, VII	Nurse Educator: 1,7,8 Family Nurse Practitioner: 2, 5, 6 Nurse Administrator: 5,6 DD: 1	Scholarship	Activities: 3 and 4 Projects Discussion: Innovations in medicine
6. Describe the concepts involved in the provider-patient relationship, including contracts, warranties and informed consent.	Essential: I	Essential: V, VI, VII	Nurse Educator: 7,8 Family Nurse Practitioner: 2, 3, 5, 6 Nurse Administrator: 1,3,4,5,6 DD: 1	Professional Distinction	Activities: 3 and 4 Projects

7. Formulate opinions on basic legal-ethical concepts relating to reproduction, birth and death.	Essential: IV and VI	Essential: V, VI, VII	Nurse Educator: 7,8 Family Nurse Practitioner: 2, 5, 6 Nurse Administrator: 1,3,5,6 DD: 1	Moral Courage	Activities: 4 Projects Discussion: Children Requiring a Caring Community.
8. Describe the responsibilities public health agencies have and infer how those responsibilities are balanced with an individual's right of privacy.	Essential: V, VI and IX	Essential: V, VI, VII	Nurse Educator: 1,7,8 Family Nurse Practitioner: 2, 5, 6 Nurse Administrator: 3,5 DD: 1	Professional Competence	Activities: 5 Projects: A subject area that can be selected by the students.

The University of Mary graduate programs offer its students preparation in the following four areas of competence:

COMMUNICATION

Graduates demonstrate excellence in all facets of communication including the publication and presentation of scholarship. Graduates differentiate themselves via an ability to fortify technical acumen with robust communication skills. They become leaders who actively listen to those with whom they work and collaborate; who dialogue when they introduce ideas, clarify meaning, and strategize towards solutions; and who write with disciplined purpose to effectively disseminate and contribute to new or existing information. Graduates' communication skills enable them to excel through effective interaction with colleagues across all levels and environments.

SCHOLARSHIP

Graduates access, analyze, evaluate, and process information from a variety of sources to generate new ideals which guide decision making to influence meaningful change.

Graduates foster a culture conducive to scholarship in which they use research principles to answer relevant questions which lay the foundation from existing knowledge and from those foundations generate relevant and innovative ideas and new knowledge. Our graduates are leaders in the synthesis of research to inform best practices.

PROFESSIONAL DISTINCTION

Graduates are values-based and evidence-driven professionals who are servant leaders committed to excellence in their professions and communities.

Graduates grow in excellence, focusing professional skills and technical proficiency towards a higher commitment to service. They interact collaboratively and effectively within environments comprised of individuals who have diverse educational backgrounds, cultures, and professional talents. Their leadership is founded in both values-based and evidence-driven practice and recognizes its role in contemporary society as one of distinct contribution and gift of self.

MORAL COURAGE

Grounded in faith and reason, graduates clarify and defend moral personal and social values to uphold the pathway for justice in multiple contexts.

Graduates evaluate the human, cultural, religious, and social conditions and history in which decisions are made and habits are formed. With courage they take responsibility to make and follow the course of action which helps build a profession of integrity and a civilization of virtue and dignity rooted in ethical principles that serve the authentic good of all persons.

For students to acquire proficiency in these competences, continual assessment of learning in an atmosphere of openness and free inquiry is promoted.

Master's Essentials in Nursing

I: Background for Practice from Sciences and Humanities

II: Organizational and Systems Leadership

III: Quality Improvement and Safety

IV: Translating and Integrating Scholarship into Practice

V: Informatics and Healthcare Technologies

VI Health Policy and Advocacy

VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

VIII: Clinical Prevention and Population Health for Improving Health

IX: Master's Level Nursing Practice

Nurse Educator Program Outcomes

1. Demonstrates an expanded knowledge base of the art and science of nursing.
2. Creates teaching environments, established by nursing standards, which incorporate the application of learning theories, implementation of varied teaching strategies, and use of diverse evaluation methods.
3. Evaluates curricular design in regard to the student experience, the achievement of program outcomes, and the attainment of accreditation standards.
4. Illustrates the nurse educator's responsibility to foster professional competence, behavior, and role socialization of students in teaching/learning milieus.
5. Understands the role of the nurse educator in student development of intra- and interprofessional communication skills to advance the delivery of safe patient care.
6. Recognizes how political, institutional, societal, and economic forces influence the role of the nurse educator.
7. Prioritizes the nurse educator's role as a change agent and facilitator of innovation through the utilization of servant leadership principles and the Benedictine values.
8. Articulates a commitment to the practice of lifelong learning to maintain competence as a nurse educator, cultivate nursing knowledge, and promote the scholarship of nursing.

Nurse Administrator Program Outcomes

1. Designs processes to achieve quality, cost-effective and ethical health outcomes
2. Appreciates the complexity of human resource management in today's healthcare
3. Evaluate quality and safety measures
4. Designs a plan of change using principles of servant leadership
5. Collaborates with others to improve the quality of professional nursing practice and health care policy
6. Utilizes evidence based practice for performance improvement
7. Possesses requisite knowledge to pursue doctoral education
8. Uses information technology to improve processes
9. Demonstrates effective principles of change while providing client centered care

MSN/MBA in Healthcare Administration / Dual Degree Program Outcomes

1. Integrate ethical practices and policies which appropriately address the unique healthcare laws and regulations healthcare organizations must follow.
2. Synthesize information through research and data analysis using best business and evidence based nursing practice to facilitate change toward high quality, cost effective and ethical nursing care delivery systems.
3. Collaborate with interdisciplinary teams, consumers, and key stakeholders to effect needed change in healthcare delivery systems.
4. Utilize stewardship of human, fiscal, and organizational resources based on principles of finance, accounting, and economics.
5. Incorporate service and Benedictine values into nursing leadership practices.
6. Evaluate current domestic and global issues on healthcare and possible impacts to a changing healthcare industry.
7. Analyze significant issues between clinical nursing practice and healthcare administration to offer effective conflict resolution and provide leadership for practical solutions.

Doctoral Essentials in Nursing

- I: Scientific underpinnings for practice
- II: Organizational and systems leadership for quality improvement and system thinking
- III: Clinical scholarship and analytical methods for evidence-based practice
- IV: Technology and information for the improvement and transformation of patient-centered health care
- V: Interprofessional collaboration for improving patient and population health outcomes
- VI: Health care policy for advocacy in health care
- VII: Clinical prevention and population health for improving the nation's health
- VIII: Advanced nursing practice for improving the delivery of patient care

Family Nurse Practitioner Program Outcomes

1. Demonstrates competence in health promotion, disease prevention, and illness management of individuals, families, and communities.
2. Utilizes servant leadership principles and expanded knowledge in health policy, advocacy, and healthcare quality to promote positive change in the delivery of care along the healthcare continuum
3. Applies Benedictine values to foster a collaborative nurse practitioner-patient relationship that fosters respect, protection, and enhancement of spiritual integrity, human dignity, as well as cultural diversity to improve patient and population health outcomes.
4. Acts as a leader in knowledge translation and application of evidence based practice from nursing and related fields through critical evaluation, synthesis, and integration of health information data and research findings.
5. Influences, negotiates, and manages change among an interprofessional team for purposes of advancing healthcare quality among patients, populations, and systems.
6. Practices reflectively as an advanced practice nurse who is aware of and responsive to environmental contexts that shape healthcare decision making.

Major Assignments:

Major Assignments	Assignment Guidelines Appendix	Weight of Grade
Weekly Discussions	A	20%
Weekly Activities	B	40%
Weekly Projects	C	40%

Grading Scale:

Letter Grade	Percentage
A	94-100
A-	92-93
B+	90-91
B	86-89
B-	84-85
C+	82-83
C	75-81
C-	74
D+	73
D	72
D-	71
F	<70

Students are encouraged to review the Graduate Catalog and the Program Handbook for policies regarding successful academic progression. **For example, the Graduate Nursing Handbook indicates a letter grade of less than B- is not passing.**

Required Texts and Resource Materials

Health Law: Cases, Materials and Problems -- Furrow, Greaney, Johnson, Jost and Schwartz
Thompson/West, 7th Edition/2013
ISBN: 978-0-314-26509-8

Optional Resource

Health Law: Cases, Materials and Problems -- Furrow, Greaney, Johnson, Jost and Schwartz
Thompson/West **Abridged**, 7th Edition/2013
978-0-314-26512-8 – This resource is a condensed version of the course textbook.

Other assigned reading materials will be provided.

Expectations:**Time**

Since this is a 3 semester credit graduate level course offered over 5 weeks, you can expect to spend approximately **9 hours per week interacting on-line and/or on-site and another 18 hours per week studying outside of class time.**

Attendance Policy

Facilitators are required to maintain reports of student attendance and to report absences for each course. At the request of the course facilitator, students may be administratively dropped from the course if they do not attend the initial two weeks of class and have not been in contact with the course facilitator by the close of the second week (last day to drop a course without a grade). Students who do not enter the classroom for two consecutive weeks during the remaining class term without an approved excused absence may also be administratively withdrawn from the class.

The policy of class attendance is at the discretion of instructors who will explain their written policy during the first week of class. Students are responsible to be familiar with the policy of their instructors. In the case of unexcused absences, students are responsible for work assigned, quizzes, tests or announcements made while absent. For accelerated courses, opportunity to make-up work involving discussion with a peer cohort may not be possible. At the request of the instructor and with approval of the Vice President for Academic Affairs, students may be administratively dropped from classes due to excessive absences.

Assignment & Exam Policy/ies

All assignments are to be completed and submitted by **assigned** date and time they are due. No extensions can be granted for the class discussions. All other assignments completed and submitted after that date and time are subject to a **10% reduction in points**, if submitted prior to the time the assignment is graded. Make up assignments for excused absences will be allowed if completed within 5 days of the regular scheduled times. No credit will be given beyond 5 days of the due date. All make-ups are to be given at the facilitator's discretion.

Statement on Academic Honesty: Students who cheat perpetrate an intellectual fraud which betrays their own potential, cheapens the honest achievements of others, and undermines the integrity of the university community. Plagiarism is a form of cheating. Students who violate academic honesty fall under the Academic Integrity Policy and are subject to the sanctions under that policy including removal from their programs of study or dismissal from the University.

Policy:

- The instructor will initiate action against a student found cheating while enrolled in a course within seven (7) days of discovery of the infraction. The instructor will formally notify the student and record the action.
- The instructor may apply any of the following sanctions to students found to have cheated during the term of the course.
 - The student will receive a zero for the work in question.
 - The student will be given another opportunity to demonstrate knowledge or skills.
 - The student will be expelled from class with a failing grade.
 - The instructor may recommend additional sanctions to the student's Program Director, the student's Division Chair or Dean, or the University Director of Graduate Studies.

Please refer to the most current *Graduate Studies Catalog's Graduate Policies and Procedures* sections titled "Academic Honesty" and "Policy" for additional information. A student who is found to breach this policy while enrolled in a course will be formally notified by the instructor and the action will be recorded in the student's file.

Forms of Plagiarism

Source: Westmont College ~ 955 La Paz Road, Santa Barbara, CA 93108 805.565.6000
http://www.westmont.edu/_academics/pages/provost/curriculum/plagiarism/facinfo.html

Minimal Plagiarism

Doing any of the following without attribution:

- Inserting verbatim phrases of 2-3 distinctive words
- Substituting synonyms into the original sentence rather than rewriting the complete sentence
- Reordering the clauses of a sentence
- Imitating the sentence, paragraph, or organizational structure, or writing style of a source
- Using a source's line of logic, thesis or ideas

Substantial Plagiarism

Doing any of the following without attribution:

- Inserting verbatim sentences or longer passages from a source
- Combining paraphrasing with verbatim sentences to create a paragraph or more of text
- Repeatedly and pervasively engaging in minimal plagiarism

Complete Plagiarism

Doing any of the following without attribution:

- Submitting or presenting someone's complete published or unpublished work (paper, article, or chapter)
- Submitting another student's work for an assignment, with or without that student's knowledge or consent
- Using information from a campus file or old assignments
- Downloading a term paper from a web site
- Buying a term paper from a mail order company or web site
- Reusing or modifying a previously submitted paper (e.g., from another course) for a present assignment without obtaining prior approval from the instructor/s involved

Channel for Communication Relating to this Course

Instructor > Chair of Online and Distance Nursing Education > Chair of Nursing Division > Dean of the School of Health Sciences

Statement Regarding Reasonable Accommodations:

The University of Mary, in compliance with the Americans with Disabilities Act and in the spirit of our mission, offers support for students who provide required documentation. Students with disabilities who need accommodations should apply to the Office of Student Accessibility Services. For further information, contact Betsy Hermanson, Director of Student Accessibility Services in the Student Success Center, located in the lower level of Welder Library, at (701) 355-8264 or ejhermanson@umary.edu

Course Specific Policies/Procedures/Information

Course Outline

Week	Course Outcome/s Addressed	Session Requirements	Total Weekly Time
Week 1	Outcomes 1, 2, 4	Session Objectives: 1. Listed online Required Reading & Reflection: 1. Posted online	27 hours
		Instructional Strategies: Lecture/Lecture Notes, Discussion, Project Discussion Topics: 1. Complementary & Alternative Medicine and Providers 2. Health Coverage Conundrum	
Week 2	Outcomes 1, 3, 6	Session Objectives: Posted online Required Reading & Reflection: Posted online	27 hours
		Instructional Strategies: Lecture, Discussion, Activities, Projects Discussion Topics 1. Hospital and Physician Performance Data 2. Innovations in Medicine	
Week 3	Outcomes 1, 2, 3, 4, 5	Session Objectives: Posted online Required Reading & Reflection: Posted online	27 hours
		Instructional Strategies: Lecture/Lecture Notes, Discussion, Activities, Project Discussion Topics: 1. Muse Case Decision 2. Health Care System Reforms	
Week 4	Outcomes 1, 3, 7	Session Objectives: Posted online Required Reading & Reflection: Posted online	27 hours
		Instructional Strategies: Lecture/Lecture Notes, Discussion, Activities, Project	
Week 5	Outcomes 1, 7, 8	Session Objectives: Posted online Required Reading & Reflection: Posted online	27 hours
		Instructional Strategies: Lecture, Discussion, Activities, Projects Discussion Topics 1. Webliography articles and questions chosen by the groups.	

Discussion Rubric

Each week of class begins on Monday and runs through Sunday. Modules will be open for student viewing, in preparation for the upcoming week, at 6am (central) the Saturday preceding the upcoming week. Discussion will conclude each week on Sunday. The last week of every course will conclude on Friday.

For the purposes of class discussion, students are encouraged to make note that initial discussion posts are due on **Wednesday** of each week. Faculty will be assessing discussion quality and engagement according to the rubric criterion outlined below. Intentionally, this rubric does not establish a minimum number of required total posts. Rather, the quality of contributions to the discussion and the degree of ongoing engagement will determine the degree of participation. Those criterion can be reached in a variety of ways. It may be multiple contributing posts to a variety of peers or it may be one or two contributions on subsequent days of the week that evidence an incorporation of ideas from multiple peers' posts.

Criterion	Exemplary	Proficient	Emerging	Unsatisfactory
Completeness of Initial Post <ul style="list-style-type: none"> Addresses all components of the posted question. 	Criterion expectation is fully met. 1 pt.		Criterion not met 0 pts.	
Quality of Initial Post <ul style="list-style-type: none"> Evidences analysis and synthesis to create a strong, substantive post that states the case. Shows use of sound argumentation and scholarly prose that evidences mastery of concepts and key points from readings and other scholarly sources. Demonstrates evidence of critical thinking. Exhibits excellent use and citation of scholarly references external to the course. Thoughtfulness and comprehensive understanding of the discussion topic is evident. Explores new lines of argument or different perspective which foster further discussion. 	The contribution displays an adeptness with criterion expectations and models graduate level work. 3 pts.	Expectations met 2 pts.	The specified expectation needs to be strengthened 1 pt.	Criterion not met 0 pts.
Timeliness <ul style="list-style-type: none"> Initial discussion post is made no later than assigned deadline on Wednesday. 	Criterion expectation is fully met. 1 pt.		Criterion not met 0 pts.	
Quality of Contribution to Class Discussion <ul style="list-style-type: none"> Thoughtfully evaluates and responds to classmates' postings using sound argumentation, scholarly prose, and tactfulness; the response is comprehensive and challenging. These responses serve to deepen the conversation. Contributes additional, substantive, thoughtful, and analytical, yet succinct responses to other classmates' postings. Strengths and weakness of classmates' discussion content are identified. Responses integrate course material and are supported by scholarly reference external to the course. Responses show evidence of critical thinking. 	The contribution displays an adeptness with criterion expectations and models graduate level work. 2 pts.	Expectations met 1 pt.	The specified expectation needs to be strengthened 0.5 pt.	Criterion not met 0 pts.
Degree of Participation in Class Discussion and Engagement <ul style="list-style-type: none"> Builds on ideas from other classmates through frequent and ongoing cross talk and interaction. Responses to other learners include substantive feedback that extends the discussion by raising questions and sharing additional resource information. Responds to feedback from other learners and/or faculty. Takes part in discussion in an ongoing basis over the course of the week as evidenced by contributions to discussion. 	The contribution displays an adeptness with criterion expectations and models graduate level work. 2 pts.	Expectations met 1 pt.	The specified expectation needs to be strengthened 0.5 pt.	Criterion not met 0 pts.
Mechanics/Formatting <ul style="list-style-type: none"> Postings are without spelling, grammar, punctuation, or syntactical errors that distract the reader from the content. Word choice is consistently accurate and appropriate. Excellent use and proper APA citation of evidence based references that are used in the discussion. 	Criterion expectation is fully met. 1 pt.	Criterion is partially met 0.5 pts	Criterion not met 0 pts.	

Dev. July 2016

Revised 4/12; 10/14, 10/15; 8/16

Weekly Activity Assignment

Each week of the course one or more scenarios pertaining to health law will be presented. The student is expected to study the case and the questions posed. Weekly activities are worth a total of 80 points each week and will be evaluated based on the following rubric.

Criterion	Fully Met	Partially Met	Not Met
Grammar, spelling and flow of thought	The assignment evidences scholarly presentation of information with logical flow of thought. 10 points	Criterion partially met 7 points	Not met (0 points)
Research	Careful research of Statute and/or Administrative Rule evident in assignment submission. Language from the laws are quoted in the assignment submission 20 points	Criterion partially met (16 points)	Not met (0 points)
Completeness	Every question posed has a complete and thoughtful response with substantive rationale. Responses are justified with arguments and decisions from the case. 50 points	Criterion partially met (30 points)	Not met (0 points)

Weekly Projects

Find a current article (within the last year) dealing with a health law issue. Over the duration of the course, please select only 1 article on health care law reform. At least 4 of your weekly project need to deal with health law issues outside of health care reform.

The article can come from any reliable reference source – it does not have to be a legal or medical source (ex: Newsweek and local newspapers are OK).

You must post the article or a link to the Webliography board in the Course Home module. During the fourth week of class, students will be required to make a selection from these article to meet there discussion expectations.

Criterion	Fully met	Partially Met	Not Met
Citation	The citation of the article is listed in APA format at the top of the first page 5 points	The criterion is partially met. 3 points	Not met. 0 points
Article description	A complete but brief description of the situation being discussion in the article is presented. 5 points	The criterion is partially met. 3 points	Not met. 0 points
Relationship to health law	The student effectively demonstrates how the topic related to health law. 5 points	The criterion is partially met. 3 points	Not met. 0 points
Reflection	The student shares their individual thoughts and comments about the article (such as, will this change how health law is administered, what will be the eventual outcome of the situation, what are other concerns you foresee, is this a good/bad situation and why, etc.). 5 points	The criterion is partially met. 3 points	Not met. 0 points
Paper Development	The paper is written in a scholarly format, with a logical flow of thought and sound use of grammar. 5 points	The criterion is partially met. 3 points	Not met. 0 points