

SUNY Broome General Education
Course Proposal and Revision Form

I. Course Information/Signature Page

Date: 4/22/2024

Course Title: Medical Legal Aspects

Proposed Course Title (only for courses proposing new titles through Curriculum Committee):

[Click here to enter proposed course title.](#)

Department/Subject Designator: HIT222

Number credits: 3

Pre-requisites/Co-requisites: None

Sponsor Proposer: Holly Jones

Sponsor Department(s): Health Information Technology

Cross-listed proposer (if applicable): [Click here to enter cross-listed proposer.](#)

Cross-listed department (if applicable): [Click here to enter cross-listed department.](#)

Effective semester/year of Proposed GE Addition: 8/1/2024

Approvals		Yes	No
Sponsoring Department: (Chair signs for Department)	<i>Holly Jones</i>	4/22/2024	XX
Comments:			
Department Chair:	<i>Holly Jones</i>	4/22/2024	XX
Comments:			
Sponsoring Division: (Dean signs for Division)	<i>Kimberly B. McLain</i>	4/22/2024	XX
Comments:			
Cross-listed Department (if applicable): (Chair signs for Department)		4/22/2024	XX
Comments:			
Cross-listed Division (if applicable): (Dean signs for Division)		Date	
Comments:			
These signatures will be obtained upon approval of the course as a General Education course			
General Education Committee: (Chair signs for Committee)		Date	
Comments:			
Registrar:		Date	
Comments:			
VPAA/CAO:		Date	
Comments:			

SUNY Broome General Education
Course Proposal and Revision Form

II. SUNY GER Categories

a. Select a category for which the course is proposed to become a General Education course. *Please note that your course must meet the learning outcomes for the specific General Education category selected and include the SUNY general education learning outcomes.*

- Mathematics
- Natural Sciences
- Diversity: Equity, Inclusion, and Social Justice
- U.S. History and Civic Engagement
- Social Sciences
- World History and Global Awareness
- Humanities
- The Arts
- World Language
- Communication (Written)
- Communication (Oral)

b. Select any infused competencies for which your course meets. *Please note that if selected, your course must demonstrate that it meets these learning outcomes.*

- Critical Thinking
- Information Literacy

III. Student Learning Outcomes

a. List the proposed course student learning outcomes.

1. Identify elements of the health record that are considered protected health information (PHI).
2. Apply privacy strategies to health information.
3. Apply security strategies to health information.
4. Apply legal processes impacting health information.
5. Demonstrate compliance with external forces such as Health Insurance Portability and Accountability Act (HIPAA); federal and state legislation; court orders; subpoenas; and warrants through the evaluation of real-world scenarios.
6. Acknowledge limitations such as perspective and bias, through assessment of behavior in accordance with ethical standards of practice.
7. Articulate issues related to potential abuse or fraud in healthcare practices, and critically examine how this impacts the healthcare delivery system in the United States.
8. Develop well-reasoned arguments and judgments to determine appropriate internal and external consequences for misconduct, breaches, and violations in healthcare settings.

SUNY Broome General Education
Course Proposal and Revision Form

9. Identify, analyze, and evaluate ideas, data, and arguments regarding advance directives and the legalities of end-of-life care decisions.

[Click here to enter the student learning outcomes as listed on the College Catalogue.](#)

IV. Catalogue Description

a. Please enter the course description as will be or is currently listed in the SUNY Broome College Catalogue.

HIT222 Medical Legal Aspects

Introduction to legal and ethical standards pertaining to medical practice and health information management. Legal aspects are explored from the perspective of both patients and health care institutions. Topics such as federal and state legislation, Health Insurance Portability and Accountability Act (HIPAA), consents, professional liabilities, and changes to the legal landscape stemming from the delivery of electronic health information are explored.

V. Topical Outline

Please describe the specific topics which will be addressed within this course. *You should ensure that your topical list meets the General Education category student learning outcomes.*

VIII. SUNY Broome General Education Assessment Plan

Please complete the General Education Assessment Plan form.

Submission Instructions: Email the completed **General Education Course Proposal Form** to the Chair of the General Education Committee.

SUNY Broome General Education
Course Proposal and Revision Form

SUNY Broome General Education Course Assessment Map & Plan
SUNY Broome GE Course SLO Alignment with SUNY-GER Course Alignment/SUNY Broome ILOs

Course Title and Number: Please list the course number and title here: HIT222 Medical Legal Aspects

SUNY-GER Category: Please list the name of the SUNY-GER category here: Critical Thinking

Assessment Schedule: Please list the assessment schedule here, including semester and year it will occur; if assessment is done each semester, please indicate this.

Every spring beginning spring 2024

Which SUNY Broome ILO do you believe this course maps to, if any: ILO 2 Critical analysis and decision making / critical thinking

SUNY Broome General Education
Course Proposal and Revision Form

<p style="text-align: center;">SUNY Broome Course SLO <i>(every course SLO should be listed, as stated within the college catalogue & course syllabus)</i></p>	<p style="text-align: center;">SUNY Broome ILO <i>(If an SLO maps to a SUNY Broome ILO, indicate it here by naming the ILO; otherwise leave blank)</i></p>	<p style="text-align: center;">Assessment Timeline <i>(indicate the frequency in which assessment occurs, including semester and year within assessment cycle)</i> <i>*All SLOs must be assessed at least once every 3 years</i></p>	<p style="text-align: center;">Learning Activity <i>(indicate the learning activity used to assess the SLO)</i></p>	<p style="text-align: center;">Criteria for Success/Benchmark <i>(indicate the <u>criteria</u> used to assess SLO & the <u>benchmark</u> for success)</i></p>
<p>1. Identify elements of the health record that are considered protected health information (PHI).</p>	<p>Click here to enter text.</p>	<p>Every spring beginning in Spring 2024</p>	<p>Quiz – Is it PHI? <i>(Students are given data elements from the medical record and asked whether or not they are PHI according to HIPAA)</i></p>	<p>80% of students will score 80% or better on this quiz</p>
<p>2. Apply privacy strategies to health information.</p>	<p>Click here to enter text.</p>	<p>Every spring beginning in Spring 2024</p>	<p>Case Study – Remote Privacy Practices <i>(Students evaluate a scenario to determine if there was a HIPAA breach, how the situation could have been prevented through privacy and security practices, and evaluate internal and external implications and consequences)</i></p>	<p>80% of students will score 70% or better on this case study assignment.</p>
<p>3. Apply security strategies to health information.</p>	<p>Click here to enter text.</p>	<p>Every spring beginning in Spring 2024</p>	<p>Case Study – Remote Privacy Practices <i>(Students evaluate a scenario to determine if there was a HIPAA breach,</i></p>	<p>80% of students will score 70% or better on this case study assignment.</p>

SUNY Broome General Education
Course Proposal and Revision Form

			<i>how the situation could have been prevented through privacy and security practices, and evaluate internal and external implications and consequences)</i>	
4. Apply legal processes impacting health information.	Click here to enter text.	Every spring beginning in Spring 2024	Case Study – Compliance with External Legal Forces <i>(students are presented with scenarios involving release of information, subpoenas, court orders/warrants, HIPAA pre-emptions (knowing when to follow state vs federal law), and applications of HIPAA interpretations, and must apply them correctly to demonstrate compliance)</i>	75% of students will get 75% or better on this case study assignment.
5. Demonstrate compliance with external forces such as Health Insurance Portability and Accountability Act (HIPAA); federal and state legislation; court orders; subpoenas; and warrants through the evaluation of real-world scenarios.		Every spring beginning in Spring 2024	Case Study – Compliance with External Legal Forces <i>(students are presented with scenarios involving release of information, subpoenas, court orders/warrants, HIPAA pre-emptions (knowing when to follow state vs federal law), and applications of HIPAA interpretations, and must</i>	75% of students will get 75% or better on this case study assignment.

SUNY Broome General Education
Course Proposal and Revision Form

			<i>apply them correctly to demonstrate compliance)</i>	
6. Acknowledge limitations such as perspective and bias, through assessment of behavior in accordance with ethical standards of practice.	ILO 2 Critical analysis and decision making / critical thinking	Every spring beginning in Spring 2024	Case Study – Ethical Decision-making <i>(Students are presented with two versions of a scenario involving the potential for bias, questionable professional ethics, and conflict of interest. Students assess each scenario, do research, and propose steps that would influence bias prevention while promoting ethical practices.)</i>	80% of students will score 80% or better on this case study assignment.
7. Articulate issues related to potential abuse or fraud in healthcare practices, and critically examine how this impacts the healthcare delivery system in the United States.	ILO 2 Critical analysis and decision making / critical thinking	Every spring beginning in Spring 2024	Case Study – Corporate Compliance and Ethical Standards of Practice <i>(Students research cases of healthcare fraud and abuse; research the ethical standards relevant to their chosen case area (nursing, pharmacy, HIT, etc); and discuss larger implications to healthcare delivery in the US.</i>	75% of students will score 75% or better on this case study assignment.
8. Develop well-reasoned arguments and judgments to determine appropriate internal and external	ILO 2 Critical analysis and decision	Every spring beginning in Spring 2024	Case Study – Remote Privacy Practices	80% of students will score 70% or better on this case study assignment.

SUNY Broome General Education
Course Proposal and Revision Form

<p>consequences for misconduct, breaches, and violations in healthcare settings.</p>	<p>making / critical thinking</p>		<p><i>(Students evaluate a scenario to determine if there was a HIPAA breach, how the situation could have been prevented through privacy and security practices, and evaluate internal and external implications and consequences)</i></p>	
<p>9. Identify, analyze, and evaluate ideas, data, and arguments regarding advance directives and the legalities of end-of-life care decisions.</p>	<p>ILO 2 Critical analysis and decision making / critical thinking</p>	<p>Every spring beginning in Spring 2024</p>	<p>Discussion – Contention in End-of-Life Care Legalities (Students use data to argue for or against a chosen topic on this subject. They must also discuss the main argument for the opposing side)</p>	<p>80% of students will score 80% or better on this assignment.</p>