

12/1/2015

Medical Student Pathway in Health Law

Goal

To provide selected students with a coherent, substantial, educational experience in health law as it relates to the medical profession.

Vision

The Pathway will offer an interdisciplinary curriculum that will enhance the study of medicine by providing formally integrated medical and legal education in clinical settings. This educational experience will focus on interdisciplinary clinical experiences with vulnerable population's (poor, women, HIV+, elderly, immigrants, human trafficking victims) health. The clinical experiences will include evaluation and representation of the disabled in entitlement program advocacy, mental health assessment and advocacy, and end of life care and decision-making (advance care planning, competency, guardianship). The course components will also address hospital law (patient safety, privacy, regulatory processes). Legal skills covered will include depositions and medical expert witness testimony.

Mission

The Pathway will offer medical students an interdisciplinary experience with emphasis in health law and public policy that includes interdisciplinary clinical experiences and interdisciplinary faculty mentoring and supervision. As part of ongoing interdisciplinary clinical experiences the Medical students will partner with law students in a joint clinic to assess and treat patients with interrelated medical-legal needs. Working together, students will jointly present their assessments and cases to the supervising medical and legal faculty. They will devise and implement a multidisciplinary treatment plan. Additionally, medical students will identify and present a project in the students' area of interest that addresses an interdisciplinary topic.

Learning Objectives

By completion of this pathway of emphasis, students will:

1. Develop expertise in at least one area of the medical-legal partnership, as demonstrated by completion of a substantial product in their chosen field;
2. Appreciate the range of interdisciplinary issues in law, public policy and medicine that impact the practice of medicine;
3. Recognize the value of professional interaction in the care of patients and public health policies;
4. Empower social awareness and develop practice ready skills to effect leadership in their fields of interest.

Introduction

Across the country, Medical Legal Partnerships are a growing trend. Lawyers and health care providers are now partnered at over 180 hospitals and health centers nationwide in 37 states. This partnership has been recognized by Congress as "formally integrating medical and legal 12/2/2011

Professionals in health settings which can more effectively address the health needs of vulnerable populations and ultimately reduce health disparities”. This has further shown to improve health outcomes for patients. Medical students will enhance their understanding of the legal impact of complex social issues that patients face and translate into awareness and advocacy on the part of providers rather than stress and avoidance behaviors.

Admission

Students will be admitted to the Health Law Pathway during their first year by applying through the common pathway application process. In addition, applicants will be asked to interview with a Medical/Law faculty and write a personal statement describing their interests in this training. As with all pathways, students can apply after the first semester of their first year. A student must be in good academic standing to be admitted to the Pathway. A student must remain in good academic standing to continue in the Pathway.

Requirements

The requirements of the HL Pathway are designed to ensure that each Pathway student has the opportunity to pursue a project in depth (Req. 1), has exposure to core clinical advocacy curriculum (Req. 2), participates in the interdisciplinary clinics (Req. 3), and completes a variety of prearranged clinical “immersion experiences” (such as with hospital counsel, with veterans and mental health hearings and courts, competency or disability hearings) (Req. 4).

For the in depth project of Requirement 1, each student will write a proposal describing a project in Health and Law (what the student would like to do, why it’s important to the practice of medicine, how it will be completed, when it will be completed, what support the faculty can provide). Each student will be assigned dual faculty mentors who will meet with the students regarding the project and the student’s progress. The clinical work in Requirement 3 will be monitored through a log or self-reported journal in which a student

documents his/her experiences and their contribution to student's education, and which includes descriptions and assessments of cases they are managing jointly with the law students *A student will be deemed to have successfully completed the HL Pathway after the student's project and log have been reviewed and approved by both of the student's mentors, the HL advisory committee, and the Pathway directors.*

1. Completion of a faculty-mentored **project** with presentable outcomes.
2. Participation in at least **12 ongoing experiences** in HL clinics throughout the four years of medical school.
3. Participation in at least **16 monthly HL Pathway meetings** throughout the four years of medical school (12 during the sophomore year and 8 between the Jr and Sr. years).
4. Participation in **the required clinical experience** (and 3rd year or 4th year 2 week elective).
5. Completion of at least **4 interdisciplinary clinical "immersion experiences"** throughout the four years of medical school (Veterans clinic, Human Trafficking clinic)

Project: This is a student-directed project that contributes to a greater understanding of an important issue which interfaces law, public policy and medicine. Students have broad discretion in choosing a topic and methods. Each student must explicitly indicate how their work contributes to the understanding of an important medical/legal issues, work with faculty advisors who will pre-approve the submission of the proposal to the HL Advisory Committee and ultimately the Pathway Directors. The student will meet with the faculty advisors to ensure appropriate progress on their project, document the time spent on their project, and demonstrate successful completion of a tangible product prior to graduation. We expect that a typical work will take a total of at least 40 hours of student time over the course of their enrollment in the HL Pathway.

Project Timeline

Year 1

- Meet with faculty advisors to craft project proposal
- Meet with faculty advisors and Pathway Directors to discuss proposal by **April**
- May:** Submit proposal to HL Course Directors for approval

Year 2

- Meet with faculty advisors to discuss work on project
- Present power point report to HL faculty and students

Year 3

- Meet with Pathway Directors to discuss meeting requirements
- Complete at least 40% of clinical requirements

Year 4

- Complete all clinical immersion requirements and 2 week HL senior elective.

- Meet with faculty advisors and Pathway Directors before end of the first semester

HL Experiences: The experiences are designed to take advantage of the many existing opportunities in which medicine students interact with legal issues which impact on patient care. . Students will select a minimum of **four “ clinical immersion “experiences** which would assist them in understanding a variety of issues including poverty, homelessness, mental health, crime, disability, immigration, human rights, HIV, women and families and elder law. These are offered with select faculty supervision throughout our hospital systems. (Hospital general counsel, Mental Health court, Human Trafficking victims services, Asylum/Human rights clinics, Legal Aid clinics). Additionally, students may attend special grand rounds in nearly every department, and guest speakers or discussion groups sponsored by medical student groups. There should be no redundancy in these experiences and the student will be responsible for recording the experiences in a log. This log will have the description of the experience and their response to the issues identified as medical-legal interface and the outcomes of the encounter. The log entries will be reviewed in depth at least annually by the faculty mentors and a plan for future experiences jointly written yearly. At each monthly meeting the log will be reviewed and discussed and student/faculty mentors will report on the impact of these educational experiences.

Additionally, HL Pathway students will be expected to participate in at least **two weeks in an elective which will include a structured rotation through multiple venues related to the interface of medicine and law. The HL “senior elective”** must be done during either the Jr. or Sr. Year and before graduation. These interdisciplinary law and medicine experiences include at the VA Medical-legal clinic, mental health inpatient ward, women and HIV clinics, Human Trafficking, meetings of clinical ethics committees.

HL Pathway Meetings: Monthly meetings for the pathway will be established to provide an ongoing forum for group exploration of themes and issues in health law, public policy and medical practice. These meetings will include a number of presentations that reflect the core knowledge/skill sets to be acquired by all of the HL pathways students. Experiential discussion of medical legal topics such as privacy policies, HIPPA, disclose requirements, will occur in these meetings. Particular cases will serve as the springboards for helping student/physicians understand the issue. Many of these meetings will be informal, in the early evening, and will vary in their specific content. Students and faculty in the Pathway will rotate responsibility for the content. The meetings will be open to students and faculty who are not formally part of the HL but have particular expertise or interest and can add to the discussion. HL Pathway students must document their attendance in all of the scheduled meetings during their sophomore year and at least 8 of these meetings between their Jr. and Sr. year in their educational log, along with a brief description of how the meeting contributed to the student’s understanding of the interface of medicine and law. These meetings will also provide a showcase for each HL Pathway student to further develop their project.

Faculty

Pat Caralis and Ed Olsen from the Medical School and serve as Directors for this proposed Pathway. All have extensive experience mentoring medical students (and others) in projects and they are currently responsible for the Medical Legal clinic at the Miami VAMC.

Additionally, Drs. Caralis and Olsen hold joint degrees in Medicine and Law and are members of the Florida Bar. Many of the mentors participate as the providers and supervisors of a number of the interdisciplinary medicine and law clinics that currently are managing patients.

Additional faculty from the Departments of Medicine, Psychiatry and OB GYN in the medical school, and other staff at the JMH, UMH, VA Medical Centers (Social Work service, Administration and General Counsel) are also available to participate in seminars, small groups, and mentors for student projects and to serve as hosts for the immersions experiences.

OTHER OPPORTUNITIES

Community Service Events. Pathway students are encouraged to seek out meaningful volunteer experiences that enhance the interconnection between the medicine and the law. Such community service events should be related to the student's area of interest in the HL Pathway. For example, students interested in public policy may become involved in annual Legislative days sponsored by the Florida AMA/ACP. Those interested in end of life issues may participate in ongoing bereavement support groups and advance directive and estate planning seminars offered to the community through the Miami VAMC. Organized pro bono work that is being done in conjunction with the Weiss Center for political asylum and human rights issues may also qualify in this regard.

Social Events. Social events include special HL Pathway student meetings with guest professors who visit UM for various Departments who may specifically benefit the education of these students. These interactions will be arranged to include special meeting when possible with this group.

LIST OF CORE FACULTY

Law

Bernard Jacobsen

Warren Eth

Medical

Roland Schein- Critical Care

Karon Zachow-Geriatrics

Stephen Symes- Medicine/Infectious Disease

Pat Caralis Medicine

Edwin Olsen Psychiatry

Josh Lenchus Hospital Medicine

Jonel Potter OB GYN

Spencer Eth Psychiatry

Walter Lambert Pediatrics