

Poverty, Health, & Law: Intro to Medical-Legal Partnerships¹
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Class Meetings:

*Mondays & Wednesdays: 1:30 p.m. – 4:30 p.m.

Course Description and Learning Outcomes:

This class introduces students to the concept of a Medical-Legal Partnership (MLP). We will survey topics related to MLPs. It is expected that students will also gain some practical knowledge about how to address the issues typically the focus of an MLP. Broad topics to be covered include:

- *Making the connection between poverty, health, and the law;
- *Social determinants of health;
- *Collaboration with healthcare providers and discussions about how the professions can help one another;
- *Addressing the social determinants of health through legal advocacy;
- *MLPs for special populations (e.g., cancer patients, immigrants, HIV/AIDS patients, elderly populations, adolescents); and,
- *Improving health through MLPs.

Subsets of these major topics will include an overview of public and private insurance markets, ethical issues in the MLP context, housing concerns with patients needing MLP services, inter-

¹ This course includes guest lectures and class visitors. In the past, we have been joined by: Richard W. Carroll, Jr., PhD., LPC, ACS (Clinical Consultant and Counselor); Susan Meacham, PhD, RD (Professor for Preventive Medicine and Public Health at VCOM); Hon. Jeff Campbell (Va. House of Delegates); and, Quinton Nottingham, PhD (Associate Professor in the Department of Business Information Technology at Virginia Tech). In addition, for some classes we will be joined by other guests, including Suzan Moore (Director of MLP), medical students, business students, and/or other members of ASL's faculty. This is a non-exhaustive list.

disciplinary training and learning opportunities between medical and legal professionals, and strategies for policy change.

In addition, it is anticipated that the course will include some practical aspects. Students will have exposure to examples of patient medical records, and MLP patient/client intake forms. Students will hear directly from policy makers and healthcare workers who will participate in the lectures.

Upon completion of this course, students should be able to:

- Understand and articulate the factors leading to the necessity of MLPs;
- Increase the understanding of ways community partnerships like MLPs reduce health disparities among different population sub-sets;
- Identify the needs sought to be addressed in an MLP environment;
- Understand and identify ways in which vulnerable populations are more likely to need and benefit from MLP services;
- Identify specific the needs of specific vulnerable populations to be addressed by MLPs;
- Gain and maintain an understanding of how and why vulnerable populations require disproportionate need in the MLP context;
- Identify strategies to integrate and collaborate with healthcare professionals;
- Have a working understanding of how MLPs serve as an interdisciplinary learning and teaching opportunity for legal and medical professionals;
- Identify and explore the necessity of data analytics for public health management;
- Integrate legal knowledge in a specific context within an MLP;
- Gain a basic understanding of the public and private insurance markets and the differences between them;
- Be able to identify basic medical records and legal intake forms typically used in an MLP;
- Use the understanding of the specific needs of vulnerable populations to contemplate policy implications;
- Understand the process for effectuating policy change.

Further, the course provides students the opportunity to participate in ASL's MLP Clinic where they will be able to develop their professional identities while providing *pro bono* legal services to low-income individuals in multiple jurisdictions under the supervision of licensed attorneys when certified to engage in student practice.

Throughout this course students working in the MLP Clinic will:

- * Complete HIPAA training;
- * Learn about our electronic case management system;
- * Participate in mock client intakes;
- * Observe actual client intake meetings;
- * Observe and participate in attorney-client meetings;
- * Conduct intake interviews with clients;
- * Research legal issues;
- * Provide legal services under supervision once certified;
- * Attend weekly team meetings (Fridays at 11:00 a.m.) (Zoom link to be provided); and,
- * Develop awareness of professionalism and ethics working with multiple attorneys.

Workload

The American Bar Association standards for accrediting law schools require not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week for each credit awarded for a fifteen-week class, or the equivalent amount of work over a different amount of time.

According to the standards, fifty minutes suffice for one hour of classroom time, while an hour for out-of-class time is sixty minutes.

Class Expectations and Rules:

*We will try to hold classes synchronously (in real time) during our regularly scheduled class meetings;

*There may be times when asynchronous classes (not in real time) will be necessary.

*All lectures will be recorded for the course and will be provided to students following each class. These online materials belong to Dean McGee and/or ASL, and as such, may be used by students enrolled in the class for credit but may not be shared on any other platform or with anyone else without written permission.

*I will monitor the online chat and will answer the questions there when possible, during the class. However, use the chat feature ONLY for questions related to the material being covered in the class or to alert me about technical issues of which I might be unaware.

Required Text:

*Tobin Tyler, Elizabeth, et al., *Poverty, Health and Law: Readings and Cases for Medical-legal Partnership* (1st ed. Carolina Academic Press, 2011).

ISBN 978-1-59460-779-0

e-ISBN 978-1-5310-1026-3

*Other articles and readings posted to TWEN.

A copy of this textbook is available on Reserve in the ASL Law Library. In addition, the first week's reading is posted on our course TWEN site.

Assignments and Grading Components

Exam 1 (midterm)	25%
Presentation/Paper	25%
Exam 2 (FINAL)	25%
Class Participation	25%

Your grade will be determined by your participation and class preparedness and by three assessment (one presentation or paper and two exams).

Testing:

Students will be tested on the material covered in the textbook and in lectures. Tests will be comprised of multiple choice and short answer questions.

Individual Work Requirement/No Collaboration Rule:

All work for our tests (formal, graded assignments) must be completed independently.

a. Independent Work Requirement

Students must work independently throughout all phases of all testing assignments. Under this requirement, students may not "compare notes" with other students or anyone else whether affiliated with ASL or not. Instead, students are required make their own judgments and take individual responsibility for the process of completing the assignment.

Course TWEN Page

Professor McGee will maintain a TWEN page for this course, which can be accessed through your Westlaw account. This page will include the course syllabus, course calendar, and all relevant documents for the course. Students should check the class TWEN site regularly for updates.