

## **HDDR 6363 Health Care and Dispute Resolution**

Southern Methodist University  
Annette Caldwell Simmons School of Education and Human Development  
Dispute Resolution and Conflict Management  
5228 Tennyson Parkway Suite 118  
Plano, TX 75024  
972-473-3425

### **Jan Term**

October 21, 2013 – January 11, 2014

Class Time: Thursdays, 6:00-10:15

### **Instructor Information**

John Potter, OD, MA  
Phone: 972-473-3481  
Fax: 972-473-3441  
Cell: 314-494-7563  
Email: jwpotter@smu.edu  
Office Hours: By appointment only  
Credit: 3 hours

### **Course Description**

HDDR 6363 Health Care and Dispute Resolution (3 credit hours)

Health care in the United States is undergoing enormous change and transformation into a more universal system. Along with these changes comes a kaleidoscope of conflict which this course is intended to address. Using a classical model of power, rights, and interests, health care is viewed as a more simplistic system. Guest speakers, additional readings, and intriguing and challenging essays will prepare students to engage in conflict in health care in unique and carefully studied ways.

<http://smu.edu/education/disputeresolution/coursedescriptions.asp>

### **Course Objectives**

<b>Identifying The Learning Objectives</b>	<b>How To Achieve The Learning Objectives</b>
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<p>Secure an understanding of the basic concepts of health care in the United States</p>	<ol style="list-style-type: none"> <li>1. Read Marcus, L. J., Dorn, B. C., &amp; McNulty, E. J. (2011). <i>Renegotiating health care: Resolving conflict to build collaboration</i>. (2nd ed.). San Francisco: Josey-Bass.</li> <li>2. Engage in discussion with invited speakers.</li> <li>3. Participate actively in the Case Conferences.</li> </ol>
<p>Develop specific skills and techniques for engaging and/or disengaging in conflict in health care in the United States.</p>	<ol style="list-style-type: none"> <li>1. Marcus, L. J., Dorn, B. C., &amp; McNulty, E. J. (2011). <i>Renegotiating health care: Resolving conflict to build collaboration</i>. (2nd ed.). San Francisco: Josey-Bass, Chapter 1: "Why Conflict?" and Chapter 2: "Moving Beyond Conflict."</li> <li>2. Read assigned articles and other documents from SMU Blackboard</li> <li>3. Engage in discussion with invited speakers.</li> <li>4. Participate actively in the Case Conferences.</li> </ol>
<p>Demonstrate your skills in engaging conflict in health care through Case Conferences and Essays.</p>	<ol style="list-style-type: none"> <li>1. Marcus, L. J., Dorn, B. C., &amp; McNulty, E. J. (2011). <i>Renegotiating health care: Resolving conflict to build collaboration</i>. (2nd ed.). San Francisco: Josey-Bass, Chapter 1: "Why Conflict?" and Chapter 2: "Moving Beyond Conflict."</li> <li>2. Participate actively in the Case Conferences.</li> <li>3. Prepare and Submit Three Essays</li> </ol>

**Required Reading**

Marcus, L. J., Dorn, B. C., & McNulty, E. J. (2011). *Renegotiating health care: Resolving conflict to build collaboration*. (2nd ed.). San Francisco: Josey-Bass.

**Class Schedule**

Date	Topics
Thursday, October 24, 2013	<ol style="list-style-type: none"> <li>4. Marcus, L. J., Dorn, B. C., &amp; McNulty, E. J. (2011). <i>Renegotiating health care: Resolving conflict to build collaboration</i>. (2nd ed.). San Francisco: Josey-Bass, Chapter 1: “Why Conflict?” and Chapter 2: “Moving Beyond Conflict.”</li> <li>5. Invited Speakers</li> <li>6. Case Conferences</li> </ol>
Thursday, October 31, 2013	<ol style="list-style-type: none"> <li>1. Marcus, L. J., Dorn, B. C., &amp; McNulty, E. J. (2011). <i>Renegotiating health care: Resolving conflict to build collaboration</i>. (2nd ed.). San Francisco: Josey-Bass, Chapter 3: “Setting the Stage for Negotiation” and Chapter 4: “Interest-Based Negotiation.”</li> <li>2. Invited Speakers</li> <li>3. Case Conferences</li> </ol>
Thursday, November 7, 2013	<ol style="list-style-type: none"> <li>1. Marcus, L. J., Dorn, B. C., &amp; McNulty, E. J. (2011). <i>Renegotiating health care: Resolving conflict to build collaboration</i>. (2nd ed.). San Francisco: Josey-Bass, Chapter 5: “Framing to Generate Options,” Chapter 6: “Reframing to Spur Momentum,” and Chapter 7: “The Walk in the Woods.”</li> <li>2. Invited Speakers</li> <li>3. Case Conferences</li> <li><b>4. First Essay Due</b></li> </ol>
Thursday, November 14, 2013	<ol style="list-style-type: none"> <li>1. Marcus, L. J., Dorn, B. C., &amp; McNulty, E. J. (2011). <i>Renegotiating health care: Resolving conflict to build collaboration</i>. (2nd ed.). San Francisco: Josey-Bass, Chapter 8: “Positional Bargaining,” Chapter 9: Mediation, Arbitration, and Dispute Resolution,” and Chapter 10:</li> </ol>

	<p>“Meta-Leadership.”</p> <ol style="list-style-type: none"> <li>2. Invited Speakers</li> <li>3. Case Conferences</li> </ol>
Thursday, November 21, 2013	<ol style="list-style-type: none"> <li>1. Marcus, L. J., Dorn, B. C., &amp; McNulty, E. J. (2011). <i>Renegotiating health care: Resolving conflict to build collaboration</i>. (2nd ed.). San Francisco: Josey-Bass, Chapter 11: “Designing a More Cohesive, Better-Linked Health System.”</li> <li>2. Invited Speakers</li> <li>3. Case Conferences</li> </ol>
Thursday, December 5, 2013	<ol style="list-style-type: none"> <li>1. Marcus, L. J., Dorn, B. C., &amp; McNulty, E. J. (2011). <i>Renegotiating health care: Resolving conflict to build collaboration</i>. (2nd ed.). San Francisco: Josey-Bass, Chapter 12: “Evolving with Technology”</li> <li>2. Invited Speakers</li> <li>3. Case Conferences</li> <li>4. <b>Second Essay Due</b></li> </ol>
Thursday, December 12, 2013	<ol style="list-style-type: none"> <li>1. Marcus, L. J., Dorn, B. C., &amp; McNulty, E. J. (2011). <i>Renegotiating health care: Resolving conflict to build collaboration</i>. (2nd ed.). San Francisco: Josey-Bass, Chapter 13: “The Negotiating Patient.”</li> <li>2. Invited Speakers</li> <li>3. Case Conferences</li> </ol>
Thursday, December 19, 2013	<ol style="list-style-type: none"> <li>1. Marcus, L. J., Dorn, B. C., &amp; McNulty, E. J. (2011). <i>Renegotiating health care: Resolving conflict to build collaboration</i>. (2nd ed.). San Francisco: Josey-Bass, Chapter 14: “Changing Work and a Changing Workforce”</li> <li>2. Invited Speakers</li> </ol>

	3. Case Conferences
Thursday, January 2, 2014	<ol style="list-style-type: none"> <li>1. Marcus, L. J., Dorn, B. C., &amp; McNulty, E. J. (2011). <i>Renegotiating health care: Resolving conflict to build collaboration</i>. (2nd ed.). San Francisco: Josey-Bass, Chapter 15: "Crafting the Essentials."</li> <li>2. Invited Speakers</li> <li>3. Case Conferences</li> <li>4. <b>Third Essay Due</b></li> </ol>
Thursday, January 9, 2013	<ol style="list-style-type: none"> <li>1. Marcus, L. J., Dorn, B. C., &amp; McNulty, E. J. (2011). <i>Renegotiating health care: Resolving conflict to build collaboration</i>. (2nd ed.). San Francisco: Josey-Bass, Chapter 16: "Constructing a Resilient Balance" and Chapter 2: "Moving Beyond Conflict."</li> <li>2. Invited Speakers</li> <li>3. Case Conferences</li> <li>4. Course Review and Evaluation</li> </ol>

### Student Evaluation and Grading Policy

Each of the three essays is worth 1/4 of the final grade. The other 1/4 of the final grade will be based on attendance and class participation. We will use the following grading system.

### STUDENT EVALUATION AND GRADING SCALE

93-100 = A Exceptional	A superior / outstanding performance. Has mastered the concepts and adds unique contributes to class discussions.
90-92 = A- Excellent	A very good / admirable performance. Displays understanding in all areas of the class, and contributes successfully to class discussions.
87-89 = B+ Outstanding	Above average performance. A few insignificant flaws may appear, but overall has great application of the field.

83-86 = B Good	A generally satisfactory, intellectually adequate performance. Few significant flaws in performance.
80-82 = B- Adequate	A barely satisfactory performance. Contributes little to class discussions and lacks a clear understanding of concepts.
77-79 = C+ Not sufficient	An unacceptable performance. Unable to engage in class discussions and has little comprehension of theories.

## COURSE POLICIES

### Honor Code

Students are reminded of the SMU Honor Code as referenced in the *Student Hand Book*. Intellectual integrity and academic honesty are both the foundations and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

[http://www.smu.edu/studentlife/PCL\\_05\\_HC.asp](http://www.smu.edu/studentlife/PCL_05_HC.asp)

### Notification of Absence Due to Religious Holy Day(s)

Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the university catalog for more explanations. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

### Disabilities Accommodations

Students needing academic accommodations for disability must contact Ms. Rebecca Marin, Coordinator of Services for Students with Disabilities (214-768-4557) to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements.

### Add/Drop Policy

If you are unable to complete this course, you must officially withdraw by the university deadline; the last day to Add/Drop regular courses without a grade record or Billing. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you.

### SMU Emergency Preparedness

As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

- 1) For updates on the campus-wide status of flu conditions at SMU, please visit <http://www.smu.edu>.
- 2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.
- 3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.

Optional (or you may want to include the information in the last two paragraphs)

#### Grade of Incomplete

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.