

Module 16: Medical Law

Stage		2					
Semester		1 or 2					
Module Title		LLBH- MDC					
Module Number		16					
Module Status		Elective					
Module ECTS Credits		5					
Module NFQ level		7					
Pre-Requisite Module Titles		None					
Co-Requisite Module Titles		None					
Capstone Module?		No					
List of Module Teaching Personnel		Dr Tanya Ní Mhuirthile					
Contact Hours				Non-contact Hours			Total Effort (hours)
24				76			100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
24				20		56	100
Allocation of Marks (Within the Module)							
	Continuous Assessment	Project	Practical	Final Examination	Total		
Percentage Contribution	40			60	100		

Intended Module Learning Outcomes

On successful completion of this module, learners will be able to:

1. Identify the core legal and ethical principles employed in healthcare decision-making;
2. Interpret statutory provisions and apply case law to issues relating to healthcare decision-making;
3. Identify the key areas of debate, from a legal perspective, in respect of the areas of law studied;
4. Form a view on the relevance and adequacy of law in advancing these debates;
5. Assess the policies underlying the development of the law;
6. Situate the issues arising in a broader ethical and social context.
7. Conduct efficient and effective research on issues of medical law.

Module Objectives

1. To enable the learner to analyse and reflect upon the impact of legislation and case law in the field of medical law.
2. To inculcate within the learner understanding of the principles of medical law.
3. To develop within the learner an appreciation of the ethical dimension to healthcare decision making.
4. To develop in the learner an awareness of the dissonance between theory and practice in the sphere of medical ethics.

Module Curriculum

- Introduction to the Ethical Underpinnings of Medical Law
- The Legal Requirement for Consent to Medical Treatment
- Informed Consent and the Legal Duty to Disclose Information
- Medical Treatment of Children and Young People
- Healthcare Decisions and the Role of Capacity
- Assisted Human Reproduction
- Termination of Pregnancy
- End of Life Decisions
- Medical Research

Reading lists and other learning materials

Primary Reading:

Herring, J. (2012) *Medical Law and Ethics*. Oxford: OUP

Madden, D. (2011) *Medicine, Ethics and the Law in Ireland*. Dublin: Bloomsbury

Mason, K. & Laurie, G. (2013) *Mason and McCall Smith's Law and Medical Ethics*. Oxford: OUP

Secondary Reading:

Commission on Assisted Human Reproduction (2005) *Report of the Commission on Assisted Human Reproduction*. Dublin: Department of Health

Donnelly, M. (2010) *Healthcare Decision-Making and the Law: Autonomy, Capacity and the Limits of Liberalism*. Cambridge: Cambridge University Press

Jackson, E. (2013) *Medical Law: Texts, Cases and Materials*. Oxford: OUP

Law Reform Commission (2011) *Report on Children and the Law: Medical Treatment*. Dublin: Law Reform Commission

Health Services Executive (2013) *National Consent Policy*. Dublin: HSE

Module Learning Environment

Accommodation

Lectures and workshops take place in a classroom setting. Participants also have access to online teaching resources and Moodle.

Library

All learners have access to an extensive range of “physical” and “remote access” library resources. The library monitors and updates its resources on an on-going basis, in line with the College’s Library Acquisition Policy. Lecturers collaborate with the library in updating reading lists for this course on an annual basis as is the norm with all programmes run by Griffith College.

Module Teaching and Learning Strategy

This module is delivered by means of participative lectures which consist of tutorial-style discussions, group work sessions and exercises. The tutorial-style discussions, group work and exercises focus on specific case law and problem based learning requiring the learner to analyse the law and apply it to practical land law disputes. The lectures are supplemented by structured on-line resources and reading.

In order to support learners through the exam process they engage in the answering of sample exam questions and correction of their own or peers’ papers, thereby familiarising themselves with the module learning outcomes and marking criteria. Learners also engage in activities whereby they draft their own exam question in order to recap and reconsolidate a particular topic.

Module Assessment Strategy

Element No.	Weighting	Type	Description	Module Learning outcomes
1	40%	Assignment	Learners are expected to present an individual piece of coursework within this module from a title provided. Learners are expected to assess issues arising in the context of that title.	7
2	60%	Exam	Summative closed book exam addresses the breadth of topics covered over the course.	1-6

Sample Assessment with Rubrics - see Annex 2