

***Course Syllabus***  
***University of Texas at Dallas***  
***Healthcare Law, Policy and Regulation***

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**Course Information**

<i>Course Number/Section</i>	HMGT 6330.501
<i>Course Title</i>	Healthcare Law, Policy and Regulation
<i>Term</i>	Fall 2021
<i>Days &amp; Times</i>	Thursday 7:00 pm, SJOM 2.103

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**Professor Contact Information**

<i>Professor</i>	Jeffery P. Drummond, J.D.
<i>Office Phone</i>	
<i>Other Phone</i>	214-953-5781 (law office)
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<i>Office Hours</i>	By appointment

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**Course Pre-requisites, Co-requisites, and/or Other Restrictions**

HMGT 6320

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**Course Description**

This course examines how healthcare laws and regulations are enacted, and their impact on providers, payers, patients. Topics include: Stark and similar prohibitions on provider self-referral, federal regulation of fraud and abuse, the Emergency Treatment and Active Labor Act (EMTALA), the Health Insurance Portability and Accountability Act (HIPAA), and other generally-applicable areas of the law impacting the healthcare industry. It also examines the process by which Congressional legislation is transformed into day-to-day industry regulation. Certain common state legal requirements relative to healthcare delivery will be addressed.

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**Student Learning Objectives/Outcomes**

Students will have the opportunity to become familiar with the regulatory backdrop against which all US healthcare-related businesses are conducted. The course is not intended to turn the students into health lawyers; rather, for students to become competent administrators in the healthcare industry, they must understand that the healthcare industry is one of the most regulated industries in America and that there are (often unseen) legal implications to business decision-making, and therefore must be able to spot legal issues in particular business arrangements. The student will gain a working knowledge of the primary laws that impact various types of healthcare businesses, and be able to analyze business fact situations to

determine whether a proposed business arrangement is implicated by those laws, regulations, and restrictions.

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### Required Textbooks and Materials

**J. Stuart Showalter, The Law of Healthcare Administration, 8<sup>th</sup> or 9<sup>th</sup> edition (2017), ISBN 978-1-56793-876-0.**

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### Covid-19 and 2021-Specific Information

The information contained in the following link lists the University's COVID-19 resources for students and instructors of record. Please see <http://go.utdallas.edu/syllabus-policies>.

UT Dallas may require that all students must wear a face covering that covers the nose and mouth in all university buildings and classrooms. To help protect the health and safety of students, instructors, and the University community, students who choose not to wear a face covering when required may not attend class in person but may attend a course remotely. Students who feel they are unable to comply with the university policies including wearing a face covering should consult the [Comets United](#) webpage for further instructions.

Students who have tested positive for COVID-19 or may have been exposed should not attend class in person and should instead follow required disclosure notifications as posted on the university's website (see "[What should I do if I become sick?](#)" webpage).

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### Assignments, Exams, & Academic Calendar

You may take the class remotely by viewing the lectures, but I would ***HIGHLY*** encourage you to attend in person. I teach a fully-online version of the class in the Spring, but it is not nearly as effective as the in-person class. Theoretically, you could pass the class by simply reading the book and the powerpoints, but only if you have a photographic memory. Attending class is important, so I hope you do so.

I am required to make a report to the University about which students have "participated" in the Class by the end of the third or fourth week of class; if you are not attending class in person, but attend remotely, please email me during the first few weeks of class to let me know, so I can count you as having participated.

Students are expected to review the powerpoints and read all other assigned written materials prior to attending lectures (or listening online) (note there are no on-line lectures Weeks 7 [Midterm], 14 [Thanksgiving], 15 [executive summary presentations] or 16 [final]). There will be a short paper on a health law related subject of the student's choice (topic to be approved by the professor no later than the beginning of the 5<sup>th</sup> week, at 5 pm on September 23). The paper must conform strictly to length and formatting instructions that have been posted separately. The paper should involve an issue that is impacted by at least one major or significant health law or regulation, with appropriate citations to materials utilized in a separate bibliography. The paper must be delivered by midnight on November 18; the paper should be accompanied by a one-page

summary of the points made in the paper. The summaries will be shared with the other students, to allow for questioning during the executive summary.

There are three “assignments” relating to a research paper, and two exams. The assignments are (i) drafting a thesis statement and engaging in interactive discussions relating to your and the other students’ thesis statements, (ii) writing the paper (and the one-page summary), and (iii) presenting an executive summary to the class during the weeks before and after Thanksgiving. The thesis statement and executive summary are more fully described below.

Week 6 has an interactive component. By the end of Week 5 (once topics have been approved), each student will post on the class’ on-line bulletin board an initial “thesis statement” or thoughts, questions, and issues intended to be covered by his/her paper; this initial topic thesis should be between one and 5 sentences, and must be posted on the on-line bulletin board for the class by midnight on September 23. During Week 6, students will review the topic selections of the other students and provide feedback and comments on the bulletin board, suggest related issues to explore, etc.; the student receiving the comments will respond to the commenter. Thus, each student will be expected to post his/her own topic during Week 5, respond to at least 10 other students’ topics during Week 6, and reply to each student commenting on his/her topic (also during Week 6). These interactions will count toward your participation score.

The paper will also serve as the basis for an Executive Summary presentation, preferably a brief (3-5 minute) presentation to the class (preferably accompanied by a powerpoint presentation, short audio or video, interpretive dance, or some other audio/visual accompaniment); creativity will be rewarded: if you write a song or choreograph an interpretive dance, and present that as your summary, you will almost certainly get full credit for the 10% of the grade that comes from the executive summary. The Executive Summary should concisely explain the issue and related laws and regulations. Following the presentation, the other members of the class will interrogate the presenters. Students will be graded not only on their papers and presentations (and responses to questions), but on their participation in the interrogation of the others (in addition to participation in class the rest of the semester).

There will be 2 exams, a midterm and a final (the final is cumulative, but about 75% of the final will focus on the post-midterm materials, and the pre-midterm materials will only consist of matters covered by the midterm exam). The exams will likely include short answer, multiple choice, matching, and essay components. The professor really loves Latin words and cases, so students are forewarned to study those. Of course, any health law course will have a heavy dose of Stark, Anti-Kickback, and related anti-referral statutes that take up most of the time of healthcare lawyers; expect a lot of these questions on the midterm. The professor also loves HIPAA, so expect quite a few HIPAA questions on the final exam. Other exam questions will come from both the book and the powerpoint presentations.

The current plan for tests for this course will be to use the Testing Center if possible (or [Honorlock](#) or some other online exam proctoring tool if the Testing Center is not available or for students are taking the class remotely). To successfully take an exam via Honorlock, you must have a web camera with microphone, a laptop or desktop computer (no tablets/phones), Chrome browser, a reliable internet connection and your photo ID. You will be prompted to install the Honorlock Chrome Extension (which you can remove after you finish the test). You will then access the exam within your eLearning course and go through the authentication process. The web camera will monitor you throughout test. Please see the [Testing Guidelines](#) and [Support Information](#) for additional information. If you do not have access to these resources, speak to the professor for alternate arrangements.



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## Grading Policy

Grading will be based on student participation, health law paper, executive summary, midterm, and final examination. The midterm and final examinations will cover assigned readings, recorded lectures, and other written materials distributed online. Students who do not read the materials and view the recorded lectures or do not participate online should not expect to perform as well as those who do.

In-class and on-line participation	10%
Midterm examination	25%
Health law paper	25%
Executive summary	10%
Final examination	<u>30%</u>
Total	100%

Letter grades will be based on the following scale:

A	94 and above
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73

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## Course Policies

*make-up exams, late work, extra credit*

Contact the professor **in advance** if you know you will miss an exam or deadline. The professor may decide to allow for extra credit, but any extra credit activities will only be announced during the semester.

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## Comet Creed

*This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:*

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

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## UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

*The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.*