

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

Course Information

<i>Course Number/Section</i>	HMGT 6330.0W1
<i>Course Title</i>	Healthcare Law, Policy and Regulation
<i>Term</i>	Spring 2025
<i>Days & Times</i>	On-line

Professor Contact Information

<i>Professor</i>	Jeffery P. Drummond, J.D.
<i>Office Phone</i>	
<i>Other Phone</i>	214-953-5781 (law office)
<i>Email Address</i>	Jeffery.Drummond@utdallas.edu; jdrummond@jw.com
<i>Office Location</i>	By appointment
<i>Office Hours</i>	By appointment

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

HMGT 6320

Course Description

This course examines how healthcare laws and regulations are enacted, and their impact on providers, payers, patients. Topics include: US legal and governmental structure, 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.

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 those laws, regulations and restrictions are implicated by a proposed business arrangement.

MS in Healthcare Leadership and Management: *Domain & Competency Mapping*

HMG 6330 - HEALTHCARE LAW, POLICY, AND REGULATION								
Program Goals	PSLO	CSLO	Domain	Domain Name	Competency	Measure	How to Measure	Higher Level Learning
Can analyze how laws, regulations, and policies control healthcare delivery (PSLO 2)	Describe how laws, regulations, and policies control healthcare delivery and assess the relationship between cost, access and quality in healthcare	Demonstrate knowledge of public policy analysis, how U.S. healthcare is financed, major issues facing providers, and how major healthcare laws and regulations affect healthcare institutions.	1	Communication and Relationship Management	Present data analysis results to decision makers	Able to simplify analysis and recommendations for decision-makers	Written Paper / Presentation	Yes
Can analyze how laws, regulations, and policies control healthcare delivery (PSLO 2)	Describe how laws, regulations, and policies control healthcare delivery and assess the relationship between cost, access and quality in healthcare	Analyze business fact situations to determine whether a proposed business arrangement is implicated by those laws, regulations and restrictions	2 & 3	Leadership(2) and Professionalism(3)	Advocate and participate in healthcare policy initiatives/ participate in HC associations	Communicate intended outcomes and work with internal and external policy makers to ensure best healthcare policies are developed to address current and emerging healthcare needs.	Exam	No
Can analyze how laws, regulations, and policies control healthcare delivery (PSLO 2)	Describe how laws, regulations, and policies control healthcare delivery and assess the relationship between cost, access and quality in healthcare	Gain a working knowledge of the primary laws that impact various types of healthcare businesses	5	Business Knowledge and Skills	Demonstrate critical thinking and analysis	Understand the importance of critical thinking decision-making	Exam	No
Can analyze how laws, regulations, and policies control healthcare delivery (PSLO 2)	Describe how laws, regulations, and policies control healthcare delivery and assess the relationship between cost, access and quality in healthcare	Able to spot legal in particular business arrangements	5	Business Knowledge and Skills	Demonstrate critical thinking and analysis	Understand the importance of critical thinking decision-making	Exam	No

Domain 1: Communication and Relationship Management

- **Competency:** Present data analysis results to decision makers (Thesis Statement, Research Paper).
- **Competency:** Communicate clearly and persuasively one's own position to various audiences, maintain effective working relationships, and foster a diverse and inclusive environment (Executive Summary presentation).

Domain 2: Leadership

- **Competency:** Communicate intended outcomes and work with internal and external policy makers to ensure best healthcare policies are developed to address current and emerging healthcare needs. (Research Paper, Executive Summary presentation, class project [if applicable]).

Domain 3: Professionalism

- **Competency:** Understand the importance of advocacy (Executive Summary presentation, class project [if applicable]).

Domain 5: Business Knowledge and Skills

- **Competency:** Understand the importance of critical thinking decision-making (Exams, class project [if applicable]).
- **Competency:** Understand the role and function of governing boards and clinical professionals (Exams).

Required Textbooks and Materials

J. Stuart Showalter, The Law of Healthcare Administration, 9th edition (2017) or 10th edition (2020), ISBN 978-1-56793-876-0.

Covid-19 and 2025-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. If the university institutes such a requirement, 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).

Assignments, Exams, & Academic Calendar

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; since this is an on-line class, it's hard to tell who has participated. **So your first assignment will be to post an introduction** on the eLearning bulletin board; tell your classmates a little about yourself, do a little networking, that sort of thing. This should be done during the first week of class (before **11:59 pm on Sunday, January 26**).

Students are expected to review the powerpoints and read all other assigned written materials prior to listening to the on-line lectures, and then listen to the on-line lectures (note there are no on-line lectures Weeks 7 [Midterm], 9 [Spring Break], 14, 15, and 16). The course also requires student on-line participation relating to paper topics during Weeks 7, 14, 15, and 16. 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 6th week, by **5:00 pm on Sunday, February 23**; be advised that your professor may not be answering emails on Sunday evening, so do not wait until the last minute to pick your topic). 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 **11:59 pm on Monday, April 21**.

There are four "assignments," three of which relate to the research paper, and two exams. The assignments are (i) introducing yourself to the class and welcoming other students on the "Introduction" bulletin board (discussed above); (ii) drafting a thesis statement, posting it on the "Thesis Statements" bulletin board, and engaging in interactive discussions relating to your and the other students' thesis statements, (iii) writing the paper, and (iv) posting on the "Executive Summary" bulletin board an executive summary of your paper and engaging in interactive discussions with other students about their executive summaries. *Specifics related to the paper are described in the Health Law Paper Instructions posted on eLearning.*

Note that the paper topic will need to be approved by the professor before the end of week 5 (topics due **midnight on Sunday, February 18**). The professor does not like to have

multiple students writing on the same topic, so if you have a particular interest, *please request that topic early*; first come, first served. Occasionally, if more than one student wants to write on a particular topic, the professor will let each student write on the subject, but from a different perspective – for example, one student giving the case for the legalization of marijuana and another student opposing it. Be forewarned that there will be certain limitations on papers that papers that advocate for a particular side in a controversial matter; the professor expects all papers to address both the pro and con argument for a particular topic, and explain the arguments each side would make for its position. *For particularly large classes, some topics will be taken early, so do not delay in deciding on your paper topic.*

Weeks 6 and 14 - 16 are interactive on-line weeks. During Week 6 (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 by **11:59 pm** before the beginning of week 6 (**Sunday, February 23**). During Weeks 6 and 7, 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. Thus, each student will be expected to post his/her own topic during Week 6, respond to at least 10 other students' topics during Weeks 6 and 7, and reply to all students making substantive comments (to be safe, reply to at least half) on his/her topic (also during Weeks 6 and 7). All comments should be made by **5:00 pm Thursday, March 6**; all responses to comments by **5:00 pm Sunday, March 9**. These interactions will be considered in the "online comments" portion of your grade (see below). This interaction should help you refine the focus of your paper.

Papers are due at **11:59 pm on Monday, April 21**; they should be sent to my UTD email address (jeffery.drummond@utdallas.edu or jpd160230@utdallas.edu). The paper will also serve as the basis for an Executive Summary presentation, preferably a brief (3-5 minute) audio or video recording that can be posted to the on-line bulletin board. Creativity will be rewarded: if you write a song or choreograph an interpretive dance, and film that as your summary, you will almost certainly get full credit for the 10% of the grade that comes from the executive summary. But don't worry if you are not creative, because a voice-over of a powerpoint or short word document with good content will suffice. The Executive Summary should concisely explain the issue and related laws and regulations, and include a summarized analysis and conclusion. Executive Summaries must be posted by **11:59 pm on Monday, April 28**. During Weeks 14 - 16, each student will review all of the Executive Summaries of the other students and provide brief commentary agreeing, disagreeing, raising other issues, or otherwise critiquing the Executive Summaries of at least 15 of the other students (unlike the Thesis Statements, students need not respond to comments to their Executive Summaries, but they may do so if they choose). Comments to other students' Executive Summaries should be posted by **5:00 pm on Thursday, May 8**. These comments will also be considered in the "online comments" portion of your grade.

There will be 2 exams, a Midterm Exam during Week 7 and a Final Exam during week 17 (the Final is cumulative, but about 2/3 of the Final will focus on the post-Midterm materials, and any questions from the first half of the semester will be issues that were specifically addressed in the Midterm). The exams will likely include short answer, multiple choice, and matching components. The professor really loves Latin words and court 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 (spelling it "HIPPA" will result in an

otherwise correct answer being incorrect). Other exam questions will come from both the book and the powerpoint presentations.

This current plan for tests for this course will be either to have all tests put in eLearning, to be taken either in the Testing Center, or through the use of [Honorlock](#) or some other online exam proctoring tool. The exam will probably be available over several days; you will have 3 hours to take the test, and once you start you cannot stop and restart; be prepared to be working for 3 straight hours. To successfully take an exam using 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.

Reading Assignments (Text) and Class Schedule (Tentative, subject to change):

Class/Week of	Assignments	Topics
1 – 1/20	Post on-line introduction: due by midnight 1/26 8th: Chs. 1, 2 9th: Ch. 1	Lecture 1: The History of Medicine; American Law and Politics
2 – 1/27	8th: Chs. 4, 5 9th: Chs. 5, 6	Lecture 2: Contracts; Torts and Negligence
3 – 2/3	8th: Chs. 6, 13 9th: Chs 3, 13	Lecture 3: Corporate Organization; Competition and Antitrust
4 – 2/10	Both: Ch. 15	Lecture 4: Criminal Law; Stark; Anti-Kickback; False Claims
5 – 2/17	Both: Ch. 15	Lecture 5: Anti-Referral Cases; State Laws; Compliance
6 – 2/24	Deadline for paper topic approval 5:00 pm 2/23 Thesis statements posted by 11:59 pm 2/23 8th: Ch. 3 9th: Ch. 2	Lecture 6: ACA and Health Reform
7 – 3/3	Paper topics presented and discussed on-line Comments posted by 5:00 pm on 3/6, responses to comments by 5:00 pm 3/9	
8 – 3/10	Midterm Exam	
9 – 3/17	Spring Break	
10 – 3/24	Both: Ch. 9	Lecture 7: Health Information Management; HIPAA
11 – 3/31	Both: Ch. 7, 11	Lecture 8: Liability; Access; Consent; Reporting; Patient Rights

12 – 4/7	Both: Ch. 8 9 th : Ch. 4	Lecture 9: Medical Staff Privileges; Peer Review; Managed Care; Labor and Employment
13 – 4/14	Ch. 10,12	Lecture 10: EMTALA; Corporate Practice of Medicine; Tax Exemption; ACOs Health Law Paper due by 11:59 4/21
14 – 4/21	Ch. 14	Lecture 11: Reproduction, Abortion, and End of Life Issues Executive Summaries posted by 11:59 4/28
15 – 4/28	Executive Summaries discussed on-line	
16 – 5/5	Executive Summaries discussed on-line Executive Summary comments posted by 5 pm 5/8	
17 – 5/12	Final Exam	

Assignments may be revised during the term; students will be notified on-line of any changes.
Guest lecturers may be incorporated for certain topics.

Grading Policy

Grading will be based on student interactive online participation, health law paper, 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.

On-line intro, thesis, and comments	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
F	<74

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 on-line.

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.”

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.