THE UNIVERSITY OF TEXAS AT DALLAS
Naveen Jindal School of Management
Healthcare Management

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

Course Information

Course Prefix, Number, Section:	HMGT 6330
Course Title:	Healthcare Law, Policy and Regulation
Term:	Fall 2025
Location & Modality:	In-Person

Professor Contact Information

Instructor:	Jeffery P. Drummond, J.D.
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Phone:	214-953-5781 (Law Office)
Office Hours:	By appointment. Schedule via email.

MS in Healthcare Leadership and Management: *CAHME Domain & Competency Mapping with Student Learning Objectives Outcomes (CSLO)*

Domain 1: Communication and Relationship Management

Competency-Supportive: 4 Presentation CLSO 4 Demonstrate knowledge of public policy analysis, how U.S. healthcare is financed, key issues facing providers, and how major healthcare laws and regulations affect healthcare institutions (Exams/Presentations/Papers)

Domain 2: Leadership

Competency-Supportive: Keyword is 6 Culture with CLSO 1 Identify and describe the quality control activities of the current health care system and relate service provider behaviors to legal, ethical, and financial considerations (Exams/Presentations/Papers)

Domain 3: Professionalism

Competency-Supportive: 11 Advocate CLSO 18 Describe the types and interrelationships of health care facilities, services, and personnel (Exams/Presentations/Papers)

Domain 4: Knowledge of the Healthcare Environment

Competency-Supportive: 12 Communication CLSO 13 Students will demonstrate know-how to extract and apply business intelligence techniques to improve decision making using healthcare data (Exams/Presentations/Papers)

Domain 5: Business Knowledge and Skills

Competency-Supportive: 16 Decision-Making CLSO 19 Analyze business fact situations to determine whether a proposed business arrangement is implicated by those laws, regulations and restrictions (Exams/Presentations/Papers)

PSLO - Program Learning Objective	Domain	Keyword for Competency	Competency	CSLO - Student Learning Objective	Definition / Measure of Effectiveness	Curriculum (Core / *Elective)	Measure
2 Describe the regulatory framework governing healthcare delivery, and analyze the interrelationship between cost, access, and quality in healthcare.	2 Leadership	6 Culture	Foster an environment of mutual trust and ethical decision-making	1 Identify and describe the quality control activities of the current health care system and relate service provider behaviors to legal, ethical, and financial considerations	Builds trusting relationships by actively considering diverse perspectives and fostering a culture that drives performance through ethical decision-making.	HMGT 6320 American Healthcare System HMGT 6323 Healthcare Informatics HMGT 6325 Healthcare Operations Mgmt HMGT 6330 Healthcare Policy Law and Regulations	Understand healthcare medical terminology in order to build understanding and trust in a clinical setting
1 Assess the role of organized efforts in shaping health policy, and evaluate how technology, research, and societal values influence the evolving U.S. healthcare delivery system.	1 Communication and Relationship Management	4 Presentation	Present data analysis results to decision makers	4 Demonstrate knowledge of public policy analysis, how U.S. healthcare is financed, key issues facing providers, and how major healthcare laws and regulations	Able to simplify analysis and recommendations for decision-makers.	HMGT 6320 American Healthcare System HMGT 6330 Healthcare Policy Law and Regulations HMGT 6331 Healthcare Economics	Simplify analysis and recommendations for decision-makers
3 Identify and evaluate the various types of information systems commonly used in healthcare organizations.	4 Knowledge of the Healthcare Environment	12 Communication	Healthcare and medical terminology	13 Students will demonstrate know-how to extract and apply business intelligence techniques to improve decision making using healthcare data	Demonstrates understanding of medical terminology to foster trust and effective communication in clinical settings.	HMGT 6321 Strategic Leadership In Healthcare Organizations HMGT 6325 Healthcare Operations Mgmt HMGT 6330 Healthcare Policy Law and Regulations HMGT 6332 Quality Improvement in Healthcare: Six Sigma and Beyond *HMGT 6334 Healthcare Analytics	Evaluate current and emerging technologies that support cost reduction, improved access and quality. Able to define supporting organizational strategy and construct.
2 Describe the regulatory framework governing healthcare delivery, and analyze the interrelationship between cost, access, and quality in healthcare.	5 Business Knowledge and Skills	16 Decision-Making	Ability to analyze and evaluate information to support a decision or recommendation	19 Analyze business fact situations to determine whether a proposed business arrangement is implicated by those laws, regulations and restrictions	Applies statistical and financial methods and metrics to set goals and evaluate organizational performance.	HMGT 6320 American Healthcare System HMGT 6330 Healthcare Policy Law and Regulations HMGT 6331 Healthcare Economics	Simplify analysis and recommendations for decision-makers
4 Analyze how healthcare organizations develop and implement sustainable strategies to remain competitive in a dynamic environment.	3 Professionalism	11 Advocate	Participate in the legislative process concerning health care through membership in professional organization and personal contact with public officials	18 Describe the types and interrelationships of health care facilities, services, and personnel	Recognizes the importance of advocacy by actively participating in professional organizations that advance the healthcare agenda.	HMGT 6320 American Healthcare System HMGT 6321 Strategic Leadership In Healthcare Organizations HMGT 6323 Healthcare Informatics HMGT 6330 Healthcare Policy Law and Regulations	Develop tools for assessing organizational effectiveness and plans to improve performance

[CAHME Booklet]

Course Pre-requisites and Other Restrictions

This is a required course for the MS in Healthcare Leadership and Management program. Course 6320 The American Healthcare System is a pre-requisite.

Course Description
This course examines how healthcare laws and regulations are enacted, and their impact on providers, payers, and patients. Topics include: Stark prohibitions on provider self-referral, federal regulation of fraud and abuse, the Emergency Treatment and Active Labor Act (EMTALA), and the Health Insurance Portability and Accountability Act (HIPAA). It also examines the process by which Congressional legislation is transformed into day-to-day industry regulation.

Course Modality & Online Student Expectations
This course is online *in Spring and In-Person in Fall*.

Class Participation: Students are required to login regularly to the online class site and complete all assignments per the Academic Calendar, below. The professor will use the tracking feature in eLearning to monitor student activity. Students are also required to participate in discussions & evaluations described in this syllabus and to participate significantly to the team case studies.

Virtual Classroom Citizenship: The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper etiquette when interacting with class members and the professor.

Required Textbooks and Materials
The Law of Healthcare Administration, 9th edition (2020) or 10th edition (2023) ISBM 978-1-56793-876-0) by J. Stuart Showalter.

Textbooks can be ordered online or purchased at the UT Dallas Bookstore. Either printed or digital versions of the textbooks are acceptable, but you must have the editions noted above. Cases and other learning materials change with editions, and if you have the wrong edition, you may not have the correct information for the case studies and/or the exams.

Visit eLearning for all course-related information including syllabus, lecture notes, self-quizzes, and assigned discussion problems. The instructor will supplement course materials with other readings
via email or web links. No need for purchase.

Suggested Textbooks and Materials
N/A

Instructor Resources
Registrar's Intranet: please log in with your UTD NetID and password to access this site. Information that faculty need about grading, scheduling, and other essential aspects of our responsibilities related to teaching are made available and updated regularly in the Registrar's Intranet. This source of information can only be accessed by logging in with your UTD NetID and password. Many important faculty questions are answered here, and this is information that faculty members are expected to know and understand.

FERPA Guidelines: you will be asked to log in before you access the FERPA Faculty

Guidelines webpage on the Registrar's Intranet. If faculty have additional questions about FERPA guidance, please email the Office of the Registrar for the proper student consent forms and further instructions. NOTE: Class recordings from prior semesters may be used as long there are no identifiable student information due to FERPA because instructors will need students' written consent first. Please review your previous class recordings for identifiable student information before using them in the current term. For additional guidance, contact the Office of the Registrar.

Honorlock: Online proctoring tool will be available for fully online courses and for classes with enrolled international students who are not yet in the United States.

UT System Resources for Creating Accessible Course Content: designed to assist faculty with developing course content

Technical Requirements
In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the Getting Started with eLearning webpage.

Course Access and Navigation
This course can be accessed using your UT Dallas NetID account on the eLearning website.
Please see the course access and navigation section of the Getting Started with eLearning webpage for more information. To become familiar with the eLearning tool, please see the Student eLearning Tutorials webpage. UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The eLearning Support Center includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Communication
This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the Student eLearning Tutorials webpage for video demonstrations on eLearning tools. Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

Distance Learning Student Resources
Online students have access to resources including the McDermott Library, Academic Advising, The AccessAbility Resource Center, and many others. Please see the eLearning Current Students webpage for more information.

Server Unavailability or Other Technical Difficulties
The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online

eLearning Help Desk. The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Things You Need to do Immediately

1. **CAHME Competencies**
   MS in Healthcare Leadership & Management Students: Reminder to Complete the Survey
   Candidates for the MS in HL&M must complete the CAHME Competency Survey once every semester. This survey will only take you about 4 minutes. It's a Likert scale on the 23 program competencies, within the 5 domains upon which the core courses have been structured. You can see how this course has incorporated the competencies in the last column of the Assignments & Academic Calendar section of this syllabus. The survey should be completed at the start of each semester. The program manager will follow-up with non-compliant students.

Grading Policy

Weighting:

Participation (Course Engagement)	5%
Thesis and Comments	5%
Mid-Term (Exam 1)	25%
Health Law Paper	25%
Final Exam	30%
Executive Summary	10%
Total	100%

In eLearning, the "Total Points" column of the grading section is not relevant because the points are not weighted per the above weights. For an example of how to calculate your final weighted semester score, see the example contained in the "Course Information" folder on eLearning.

Assignments & Academic Calendar *(all times are in US Central time zone)*

Week	Lecture Topics Covered	Required Readings	Due Dates	SLOs & Competencies
1 8/28/25	Lecture 1: The History of Medicine; American Law and Politics	Chapter 1		CSLO 1 Culture
Labor Day, University is closed.				
2 9/4/25	Lecture 2 Contracts, Insurance, and Torts	Chapters 4 & 5		CSLO 4 Presentation
Pre-Test Must Be Submitted by 8:00pm on September 8th. **Drop Date for course is September 10th**				
3 9/11/25	Lecture 3: Corporate Organization; Competition and Antitrust	Chapter 3, chapter 13 (9th ed)/14 (10th ed)		CSLO 4 Presentation
4 9/18/25	Lecture 4: Criminal Law; Stark; Anti-Kickback; False Claims	chapter 15 (9th ed)/9 (10th ed)		CSLO 4 Presentation
5 9/25/25	Lecture 5: Anti-Referral Cases; State Laws; Compliance	Same		CSLO 13 Communication
6 10/2/25	Lecture 6: ACA and Health Reform	Chapter 2		CSLO 13 Communication
10/9/25	**Mid-Term Exam on eLearning**		Due: 10/10	
7 10/16/5	Lecture 7: Health Information Management; HIPAA	Chapter 9 (9th ed)/10 (10th ed)		CSLO 4 Presentation
8 10/23/25	Lecture 8: Liability; Access; Consent; Reporting; Patient Rights	Chapter 7, chapter 11 (9th ed)/12 (10th ed)		CSLO 19 Decision-Making
9 10/30/25	Lecture 9: Medical Staff Privileges; Peer Review; Managed Care; Labor and Employment	Chapter 4, 8		CSLO 13 Communication
	Health Law Paper		Due: 11/6	
10 11/6/25	Lecture 10: EMTALA; Corporate Practice of Medicine; Tax	Chapters 10 & 12 (9th ed)/11 & 13 (10th ed)		CSLO 11 Advocate
11 11/13/25	Lecture 11: Reproduction, Abortion, and End of Life Issues	Chapter 14 (9th ed)/15 (10th ed)		CSLO 11 Advocate

Week	Lecture Topics Covered	Required Readings	Due Dates	SLOs & Competencies
Post-Test Must Be Submitted by 8:00pm on November 17th **(this is not the same thing as the Final Exam)**				
12 11/20/25	Executive Summary presentations			
Nov 24th through Nov 30th	Fall Break and Thanksgiving. University is Closed.			
13 12/4/25	Executive Summary presentations			
Final Exam on eLearning			Due: 12/11	

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

Course Policies Overview

Make-up exams
Given the length of time given to take the exam, make-up exams are rarely granted. Supporting documentation will be required and a date may be scheduled at professor discretion.

Extra Credit
At professor's discretion.

Late Work
The only assignments are the Thesis Statement (with bulletin board comments and interaction), Health Law Paper, and Executive Summary. These are scheduled well in advance, so there is no excuse for work being late.

Special Assignments
Not included in Grading Policy

Classroom Citizenship
Participation is part of the Grading Policy, and the Comet Creed is upheld.

A Statement from the Professor on Class Structure

I do not take attendance or count absences, 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 near-photographic memory. Attending class is important, so I hope you do so. I understand that occasionally you may need to miss a class for work, personal reasons, sickness, or some other reason. Each lecture is recorded; I usually share by broadcasting the session on Teams, and recording it. Thus, if you miss a class, you should be able to either watch it remotely or watch the recording. Let me know if you need to take advantage of this opportunity.

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, so I will be checking to make sure you have attended at least one class. If you have missed the classes but watched them online

or as recorded, let me know so I can count you as having participated.

Students are expected to review PowerPoints and read all other assigned written materials prior to attending the lectures. Some lectures may be pre-recorded. There are "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. The research paper shall be on a health law related subject of the student's choice; however, topics must be approved by the professor (via email) no later than the beginning of class the 5th week, on Thursday, September.

Why must topics be pre-approved? 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. 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. There will be a separate document with more detailed instructions for the paper.

Week 6 has an interactive component. Once the student's topic has 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 5 pm on Friday, September 20. 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 before the end of 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 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 5 pm on November 7; the paper must be emailed to the professor at either his UTD address (jpd160230@utdallas.edu) or his work address (jdrummond@jw.com) by the deadline; late papers will lose a partial grade (e.g., from an A- to a B+) if they are delivered by midnight on November 2, and will lose another partial grade for every full day thereafter. The professor is not your mother; do not expect to receive any reminders. Students will also be required to provide a one-page summary of the points made in the paper by 5 pm on November 14, which will be the basis of an executive summary presentation. The summaries will be shared with the other students, to allow for questioning during the executive summary. Additional specifics related to the paper (including limits on "advocacy papers" will be presented in an additional instruction document.

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).Executive Summary presentations will be made during Weeks 14 and 16 (and Week 13 if needed).

There will be 2 exams, a Midterm Exam and a Final Exam (the Final is technically 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, matching, and essay 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; spelling it "HIPPA" in your research paper will cost you a full letter grade). Other exam questions will come from both the book and the powerpoint presentations.

Student Self-Evaluations

Each student will also participate in a structured process to evaluate their own learning, understanding, and performance. Roughly once per week you will be required to complete a personal evaluation assessing your performance. ***These assessments are*** ***mandatory and although they will not be graded, failure to complete the assessments could affect your final grade***. See grade weighting below. This reflective journal can be used to catalog your ideas, current thinking, and other thoughts. The intent is to allow you to record your current thinking and then "pull" from those ideas as needed. This reflective evaluation will be based on a specific question that will be posted by the professor. This reflection is personal, and only you and the professor will have access to your posted answers. As an example, a typical week's evaluation might ask the following questions: 1) On a scale of 1-5 rate your understanding of the material covered this week. 2) Briefly answer the following question: In what situation would a health care provider not be subject to HIPAA, and why would the provider want to comply with HIPAA anyway? The self-evaluations will be posted in a folder under the "assignments" link on eLearning.

Students must monitor this folder each week to see if a new evaluation is posted. The evaluation link will only remain open for about a week, at which time it will close, and you will no longer be able to access that particular evaluation question.

Pre-Test and Post-Test

Students must complete a brief online test at the beginning and the end of the course to assess their knowledge of the course topics prior to taking the course and after you have completed it. These tests will not specifically be graded but see grade weighting below as you will lose points if you do not complete them. The pre/post tests will serve as feedback to the students and the professor. The pre/post tests can be found under the "Exams" link on eLearning and the due dates are listed in the assignments calendar above. *Note that the Post-Test is NOT the same thing as the Final Exam; it must be completed* **in addition to** *the Final Exam.*

Proctored Final Exam Procedures

If your course has a proctored exam requirement, please see the UTD Testing Center webpage, Distance Learning Proctored Exams webpage to make arrangements or Honorlock, an online remote proctoring tool.

Tests

Both Exams will consist of 4 sections, including words, phrases, and acronyms; matching and sequencing; short answers; and cases. The Mid-Term Exam will cover all materials in the first half of the semester. The Final Exam will be cumulative, but one of the 4 sections will be entirely from the midterm materials and one section will be entirely from the second half of the semester.

Professor Expectations

To ensure that you stay on the case study completion calendar, reading assignments and lectures must be completed per the time schedule listed above on the Academic Calendar.

The professor will often communicate with the class via eLearning "Announcements" or the group discussion board. Students are required to monitor these announcements and discussions, read them promptly, and adhere to any specific instructions provided within.

Course & Instructor Policies

Grades will reflect your performance relative to your peers; thus, grades _may_ be curved (at my discretion), but only if a curve is necessary due to final grade distribution.

Learning any complex concept, material or task requires not only quality practice, but

also <u>adequate</u> time for the brain to absorb, assimilate and retain the new data. Quality pre-reading of the chapter material prior to watching the lectures, further absorption through the lectures, and adequate review and exam preparation, form the path for initial learning success of this, or any, complex material.

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 review the catalog sections regarding the [credit/no credit](#) or [pass/fail](#) grading option and withdrawal from class.

Please go to https://go.utdallas.edu/syllabus-policies webpage for these policies. Additional Polies are at https://institutional-compliance.utdallas.edu/eo-title-ix/pregnant-and-parenting/

Class Materials

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course; however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Class Participation

Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures. Class participation is documented by faculty. Successful participation is defined as active participation in classroom discussions and consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the **[Student Code of Conduct](#)**.

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the AccessAbility Resource Center has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved AccessAbility Resource Center accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

The professor will record meetings of this course. These recordings *may* be made available to all students registered for this class if the intent is to supplement the classroom experience. The professor plans to use the recordings for the spring semester. Recording is performed in a fashion that students in the class will not appear in the recording, but if they are involved in class discussions, in some instances their voices may be audible. By attending the class, the student consents to any such inadvertent recording.

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."

Accommodations for Students with Disabilities

Please review the section within the UT Dallas Syllabus Policies and Procedures webpage.

Academic Support Resources

Please visit the Academic Support Resources page to view the University's academic support resources for all students.

UT Dallas Syllabus Policies and Procedures

Please visit the Syllabus Policies page to view the University's policies and procedures segment of the course syllabus.

Please review the catalog sections regarding the credit/no credit or pass/fail grading option and withdrawal from class.

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