



**UTTyler**  
THE UNIVERSITY OF TEXAS AT TYLER

**HPEM 6370 Healthcare Law and Ethics**

**Credit Hours: 3**

**Semester:** Fall

**Year:** 2024

**Class Day/Time:** Synchronous sessions listed

**Class Location:** Online

Modules open on Mondays at 8am and close one-week later on Mondays at 7:59am

**All times are CST.**

**Instructor of Record:**

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By Appointment

**Course Description:**

The purpose of this course is to introduce students to legal issues in public health and healthcare. Basic legal principles underlying the legal system, governmental regulation, development of legal rules, and how to interact effectively with the legal system as a public health practitioner will be explored. This course has two main purposes: first, to examine the legal context of the relationship between the individual and the community; and second, to understand public health regulation in the context of a market-driven system.

**Prerequisite:** None.

**Co-requisite:** None.

**Student Learning Outcomes (SLO or “course objective”):**

1. Appreciate the legal, ethical, and practical issues that arise in challenging healthcare and public health decision-making situations. (Program Learning Objective [PLO] Links 4.1, 4.2, 4.3,)
2. Describe legal principles, values, and ethical dilemmas in public health and health policy formulation, implementation, modification, and assessment. (PLO Links 4.1,4.2,4.3)
3. Discern the primary sources of law in the United States pertaining healthcare. (PLO Links 1.1, 3.6, 4.3)
4. Analyze how law and statutes apply to the health care provider-patient relationship. (PLO Links 4.1,4.3)
5. Appreciate law, statutes and ethical mandates that bear on the obligations to treat and admit patients (PLO Links 1.1, 4.1)
6. Argue for and against current health law reform implementation proposals (PLO Links 1.1, 2.1, 4.1)

**Linked Program Learning Outcomes:**

The student learning outcomes listed above address the following MHA Program PLOs:

MHA PLOs		Course LOs
A.1	The student will identify appropriate sources and gather information, effectively and efficiently.	3, 5, 6
C.6	Organizational awareness: Understand and learn from governance structures, formal and informal decision-making structures, and power relationships in an organization, industry, or community	3
D.1	Use legal reasoning as a tool for analysis, communication, strategy and planning.	1, 2, 4, 5
D.2	Behave ethically and promote standards of ethical behavior throughout public and healthcare organizations and professional communities.	1, 2
D.3	Develop an understanding of healthcare state and federal legislation as it affects healthcare organizations	1, 2, 3, 4,

**Textbooks:**

1. Legal Aspects of Health Care Administration, 14<sup>th</sup> Edition, by George D. Pozgar. Publisher: Jones & Bartlett, 2019. ISBN-13: 978-1-284-12717-1
2. Navigate Scenario for Health Care Law. First edition. Jones & Bartlett Learning. © 2019

**Instructional Methods**

*Readings*

Students are expected to complete all weekly assigned readings. Beyond the assigned readings students will be required to use various sources of information (e.g., print, and online books, newspapers, peer-reviewed journal articles, relevant professional organization's websites, government websites and legal documents) in order to address the topics covered each week. This will provide students with a broader context of the concepts and principles presented in the course and allows for more meaningful dialogue in the online discussions. Students will be asked to share their findings with the class and use the assigned readings as references in their submitted assignments which may include discussion board postings, presentations and research papers.

*Module PowerPoint Slides*

PowerPoint slides will be provided to provide guidance on the material that students should pay closer attention to.

*Multi-media Resources*

Videos, podcasts and websites will be assigned for review in order to provide the most current and relevant sources of information from the field.

**Course Assessment/Methods of Evaluation**

The assessments and methods of evaluation for this course are described in detail below:

Assessment/Evaluation	Description
Peer Assessment	<ul style="list-style-type: none"> <li>Each student will submit a peer assessment form to assess the participation of each member of their team for the semester.</li> </ul>
Legal Video Scenarios	<ul style="list-style-type: none"> <li>Legal Video Scenarios will be accessed via the “Navigate Scenario for Health Care Law” digital textbook. Instructions on how to access this resource will be provided on Canvas.</li> <li>Legal video scenarios will be provided for analysis. Students will be presented with a legal case involving some medical error or ethical issue at a clinical setting. Students must investigate by interviewing all parties involved then they must write a brief report giving their legal advice.</li> <li>Written deliverables will be assigned. Successful leaders develop written communication skills which demonstrate the ability to communicate effectively in writing.</li> <li>Quizzes must be completed at the end of each video scenario.</li> <li>Students are required to submit their assignments by Monday morning at 7:59am prior to the start of the next module/Week.</li> <li>A thorough response should address all components listed in the assignment.</li> <li>A rubric for this assignment will be provided.</li> </ul>
Video Reflections	<ul style="list-style-type: none"> <li>Students will be divided into teams who will interact on our asynchronous weeks to reflect on the course content.</li> <li>Teams will record a 10–15-minute video journal reflecting on any material that has been covered for that week. The instructor may provide questions or prompts that students will use to formulate their responses.</li> <li>Each team will post their video reflections to the discussion board for that week as well as to the corresponding assignment dropbox for grading.</li> <li>Students will watch and respond to the video reflections from other teams.</li> <li>A rubric for this assignment will be provided.</li> </ul>
Synchronous Discussion	<ul style="list-style-type: none"> <li><b>The class will have a total of 6 synchronous online meetings</b> for discussion and learning activities. Meetings will be on Wednesday evenings (dates provided below) from 6 to 9 pm CST.</li> <li>Students may be assigned activities during these sessions which will require them to work in breakout rooms before returning to the main room to present their responses on PowerPoint slides.</li> <li>Sessions 1-4 will be used for discussion and team activities.</li> </ul>



- Sessions 5 and 6 will be used for teams to present their Final Projects.

Final Project: Legal Debate

- **This is a team assignment.** As a team you will synchronously deliver a 20-minute debate and a 10-minute rebuttal to a prompt provided by the instructor.
- Two oral presentations (including PowerPoint slides appropriately formatted and sourced) will be required.
- Teams will conduct the required activities for this assignment over a 6-week period.
- Deliverables for this assignment will include:
  1. Topic choice (from a provided list of options)
  2. Annotated outline of main points and counterarguments (team).
  3. Final debate slides (team).
  4. Reflection paper on the debate experience (individual)
- A rubric for this assignment will be provided.

\*Grading rubrics will be provided. Please read them carefully.

### Assignments and Points

The course assignments and points are listed in the table below:

Assignment (Total #)	Point Value
Legal Video Scenarios (4)	20
Video Reflections (4)	20
Synchronous Sessions (1-4)	20
Final Project: Legal Debate	40
<b>Total</b>	<b>140</b>



Course Grade Scale (percentage)	
A	90-100%
B	80-89.9%
C	70-79.9%
F	<70%

## Grade Calculation Policy

Grades are recorded in the online grade book for all discussion participation and assignments. Grades are awarded as points which are then converted to a percentage of total points earned. Grades on any individual item and the final earned grade are not subject to rounding up. For example, at the end of the course when all grades are totaled and the final grade percentage is an 89.99%, the final course grade would be a B.

### Technology Requirements:

- Access to Internet, Acceptable Browsers: Access to a computer with a reliable high-speed Internet connection (cable, DSL, cellular, satellite) is necessary.
- We have learned that Canvas works better with Google Chrome and Firefox than with Internet Explorer. If Internet Explorer is currently your only browser, you may want to install Chrome and/or Firefox. (Internet Explorer 11 and Edge, Chrome 46 or 47, Safari 8 or 9, Firefox 42 or 43)
- Operating System Requirements Best choices: Windows 7, Windows 8.1, Windows 10, Mac OS X 10.6 (Snow Leopard) and higher
- Access to Microsoft Office 2007 or above, or Microsoft Office 365

### Attendance:

Regular on-line participation is expected. Make-ups are possible with instructor consent only under certain instances. Arrangements for any make-ups should be discussed directly with the instructor for any material missed. Attendance is required for the synchronous sessions.

### Participation:

Online Participation: This is an on-line course, and instructors will utilize Canvas for class learning. Students are expected to log into Canvas daily to access course information.

### Late Submissions – Assignments and Discussion Posts:

**Course Assignments:** Late assignments will be accepted but deductions will be reflected in the grade. For each day the assignment is late, 5% will be deducted from the total score. Assignments will not be accepted after 5 days. The instructor has the discretion to alter this policy in the event of an emergency or illness if the student notifies the instructor in a timely manner. In this event, documentation may be required.

### **Academic Honesty:**

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

#### *Cheating*

Dishonesty of any kind involving examinations, assignments, alteration of records, wrongful possession of examinations, and unpermitted submission of duplicate papers for multiple classes or unauthorized use of keys to examinations is considered cheating. Cheating includes but is not limited to:

- Using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class.
- Falsifying or inventing any information, including citations, on an assigned exercise.
- Helping or attempting to help another in an act of cheating or plagiarism.

#### Plagiarism

Plagiarism is presenting the words or ideas of another person as if they were your own. Materials, even ideas, borrowed from others necessitate full and complete acknowledgment of the original authors. Offering the work of another as one's own is plagiarism and is unacceptable in the academic community. A lack of adequate recognition constitutes plagiarism, whether it utilizes a few sentences, whole paragraphs, articles, books, audio-visual materials, or even the writing of a fellow student. In addition, the presentation of material gathered, assembled, or formatted by others as one's own is also plagiarism. Because the university takes such misconduct very seriously, the student is urged to carefully read university policies on Misconduct in Research and Other Scholarly Activity 05.00. Examples of plagiarism are:

- Submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another.
- Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
- Incorporating the words or ideas of an author into one's paper without giving the author due credit.

### **Adding/Dropping:**

The official deadline for adding and dropping courses is as published in the academic calendar and Graduate Bulletin (typically the day before Census Day). However, students are strongly encouraged to meet with their graduate advisor or the Program Coordinator prior to adding/dropping courses. Movement into and out of classes after the 4th class day requires approval of the Program Director. Students can drop until mid-semester without a WP or WF. Drops after mid-semester require approval of the Dean. Each student is responsible for their own enrollment status with the university.



### **Disability Accommodations:**

UTHSCT abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Student Services Office (located on the UT Tyler Campus). You may call 903-566-7079 for more information.

### **AI Use:**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

Students can use AI platforms to help prepare for assignments and projects. You can use AI tools to revise and edit your work (e.g., identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or correct citations). When submitting work, students must identify any writing, text, or media generated by AI. In this course, sections of assignments generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in a cover letter that accompanies the assignment when submitted.

**The instructor retains the right to modify this syllabus.**

## Course Calendar

Module # Date	Learning Objectives	Topic	Topic / Assignments
1 8/26	<ol style="list-style-type: none"> <li>1. Explain how societal conflicts have affected hospitals.</li> <li>2. Describe the effects of advances in medicine on the modern-day hospital and patient care.</li> <li>3. Describe how the knowledge gained from best practices can lead to both progress and patient harm over time.</li> <li>4. Explain the development and sources of law.</li> <li>5. Discuss how case law differs from statutory and administrative law.</li> <li>6. Gain an understanding of public health law.</li> </ol>	<ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• History of Hospitals</li> <li>• Government, Law and Ethics (Overview)</li> <li>• Integration of Public Health</li> <li>• Discussion Post #1</li> </ul>	<p><b>WATCH</b></p> <ul style="list-style-type: none"> <li>• Module 1 Overview</li> </ul> <p><b>LISTEN:</b></p> <ul style="list-style-type: none"> <li>• History of Hospitals</li> </ul> <p><b>READ</b></p> <ul style="list-style-type: none"> <li>• Pozgar Chapters 1 and 2</li> </ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>• Module 1 PowerPoint Slides</li> </ul> <p><b>SCAN</b></p> <ul style="list-style-type: none"> <li>• A Public Trust - Two Centuries of Care in America's Public Hospitals</li> <li>• Texas Hospital Association:</li> <li>• Web Resource – Health and Human Services</li> <li>• Public Health Law - CDC</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Meet your classmates discussion board               <ul style="list-style-type: none"> <li>○ Team Assignments and expectations</li> </ul> </li> </ul> <p style="text-align: center;"><b>Semester Begins Monday, August 26 at 8am CST</b></p>



**Course Calendar**

Module # Date	Learning Objectives	Topic	Topic / Assignments
2 9/2	<ol style="list-style-type: none"> <li>1. Identify the main elements of the criminal law concept.</li> <li>2. Describe the criminal procedure process from arrest through trial.</li> <li>3. Discuss the more common crimes that occur in the healthcare setting.</li> <li>4. Understand the main principles of Physician Self-Referral (Stark) law and Federal Anti-kickback Statute.</li> </ol>	<ul style="list-style-type: none"> <li>• Criminal Aspects of Health Care</li> </ul>	<p><b>WATCH</b></p> <ul style="list-style-type: none"> <li>• Module 2 Overview</li> <li>• Anti-Kickback and Stark</li> <li>• National Healthcare Fraud and Opioid Takedown</li> </ul> <p><b>READ</b></p> <ul style="list-style-type: none"> <li>• Pozgar Chapter 6</li> <li>• Module Summary</li> <li>• The Consolidated Appropriations Act (CAA) and new exceptions to the Stark Law</li> <li>• Five Differences Between the Federal Anti-Kickback Statute and the Federal Stark Law</li> <li>• Article: Fifteen Texas Doctors Agree to Pay over \$2.8 Million to Settle Kickback Allegation</li> <li>• How health care companies use kickbacks to influence medical decision making</li> </ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>• Module 2 PowerPoint Slides</li> <li>• The IRAC Method</li> </ul> <p><b>SCAN</b></p> <ul style="list-style-type: none"> <li>• Web Resources – Healthcare kickbacks</li> <li>• Web Resources and Stark</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• <b>Synchronous session #1 on 9/4 at 6pm CST</b></li> <li>• Video Reflection #1</li> </ul> <p><b>University Closed for Labor Day Holiday on 9/2</b></p>

**Course Calendar**

Module # Date	Learning Objectives	Topic	Topic / Assignments
3 9/9	<ol style="list-style-type: none"> <li>1. Describe the objectives of tort law.</li> <li>2. Distinguish between negligence and malpractice.</li> <li>3. Compare between commission and omission of an act.</li> <li>4. Explain the elements necessary to prove a negligence case.</li> <li>5. Describe the importance of foreseeability in a negligence case.</li> <li>6. Differentiate between intentional torts and negligence.</li> <li>7. Identify various intentional torts and their application in the healthcare setting.</li> <li>8. Understand the doctrine of joint and several liability.</li> </ol>	<ul style="list-style-type: none"> <li>• Tort Law: Negligence and Intentional Torts.</li> <li>• Tort Reform and Risk Reduction.</li> </ul>	<p><b>WATCH</b></p> <ul style="list-style-type: none"> <li>• Module 3 Overview</li> </ul> <p><b>READ</b></p> <ul style="list-style-type: none"> <li>• Pozgar Chapters 3, 4, 5</li> </ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>• Module 3 PowerPoint Slides</li> </ul> <p><b>SCAN</b></p> <ul style="list-style-type: none"> <li>• Web Resources – Latest Healthcare Lawsuits</li> <li>• Web Resources – Texas Tort Reform Article</li> <li>• Web Resources – Considerations for COVID-19</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Video Reflection #2</li> </ul>

**Course Calendar**

Module # Date	Learning Objectives	Topic	Topic / Assignments
4 9/16	<ol style="list-style-type: none"> <li>1. Discuss the pretrial discovery process.</li> <li>2. Analyze the trial process.</li> <li>3. Examine the forms of evidence presented by the plaintiff.</li> <li>4. Describe defenses offered by the defendant.</li> <li>5. Discuss the purpose of the judge's charge to the jury.</li> <li>6. Describe the types of damages and how they are awarded.</li> </ol>	<ul style="list-style-type: none"> <li>• Civil Procedure and Trial Practice</li> </ul>	<p><b>WATCH</b></p> <ul style="list-style-type: none"> <li>• Module 4 Overview</li> <li>• Introduction to Texas Disclosures</li> </ul> <p><b>READ</b></p> <ul style="list-style-type: none"> <li>• Pozgar Chapter 8</li> <li>• Discovery in Texas</li> </ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>• Module 4 PowerPoint Slides</li> <li>• Texas Court Structure</li> </ul> <p><b>SCAN</b></p> <ul style="list-style-type: none"> <li>• Web Resources:             <ul style="list-style-type: none"> <li>○ Texas Rules of Civil Procedure</li> <li>○ The Federal Court System in the U.S.</li> </ul> </li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• <b>Synchronous session #2 on 9/18 6pm CST</b></li> </ul>

## Course Calendar

Module # Date	Learning Objectives	Topic	Topic / Assignments
5 9/23	<ol style="list-style-type: none"> <li>1. Analyze the elements and consequences of contracts in healthcare.</li> <li>2. Discuss corporate authority, organization, and committee structure.</li> <li>3. Describe corporate ethics, corporate compliance, and the Sarbanes-Oxley Act of 2002.</li> <li>4. Examine the concepts behind corporate negligence, respondent superior/vicarious liability, and independent contractor.</li> <li>5. Explain the purpose of corporate reorganization and the process of restructuring.</li> <li>6. Describe what the Safe Harbor Act is designed to regulate.</li> </ol>	<ul style="list-style-type: none"> <li>• Contracts and Antitrust</li> <li>• Corporate Structure and Legal Issues</li> </ul>	<p><b>WATCH</b></p> <ul style="list-style-type: none"> <li>• Module 5 Overview</li> </ul> <p><b>READ</b></p> <ul style="list-style-type: none"> <li>• Pozgar Chapters 7, 9</li> <li>• Restrictive Covenants</li> <li>• Web Resources: <ul style="list-style-type: none"> <li>• Healthcare Antitrust</li> <li>• Business Structures</li> </ul> </li> <li>• Healthcare Contracts</li> <li>• Board Roles and Responsibilities</li> <li>• Module 5 Summary</li> </ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>• Modules 8 and 5 PowerPoint Slides</li> </ul> <p><b>SCAN</b></p> <ul style="list-style-type: none"> <li>• Corporate Ethics and Corporate Compliance</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Video Scenario #1 <ul style="list-style-type: none"> <li>• Quiz 1</li> <li>• Written legal recommendation 1</li> </ul> </li> </ul>

## Course Calendar

Module # Date	Learning Objectives	Topic	Topic / Assignments
6 9/30	<ol style="list-style-type: none"> <li>1. Distinguish between different ethical theories and discuss how ethical principles can be applied to resolve ethical dilemmas.</li> <li>2. Examine the relationship between spirituality, religion and personal healthcare choices.</li> <li>3. Describe the term situational ethics and how circumstances impact decision-making.</li> <li>4. Explain the role of a healthcare ethics committee, including how it can assist in addressing ethical dilemmas.</li> <li>5. Examine the impact of the Supreme Court ruling in Roe v. Wade.</li> <li>6. Discuss the series of court cases over abortion specific to counseling, spousal consent, parental consent, and funding.</li> <li>7. Explain the legal issues of sterilization, artificial insemination, and surrogacy.</li> </ol>	<ul style="list-style-type: none"> <li>• Healthcare Ethics</li> <li>• Procreation and Ethical Dilemmas</li> </ul>	<p><b>WATCH</b></p> <ul style="list-style-type: none"> <li>• Introduction to Bioethics: Bioethics at the Bedside</li> </ul> <p><b>LISTEN</b></p> <ul style="list-style-type: none"> <li>• The Daily Podcast – Roe v. Wade</li> </ul> <p><b>READ</b></p> <ul style="list-style-type: none"> <li>• Module 6 Overview</li> <li>• Pozgar Chapters 15, 16</li> <li>• Texas Advance Directives Act</li> <li>• Infusing new life into the right to die: Texas Advance Directives Act receives overhaul</li> <li>• Medical Ethics</li> <li>• Texas Abortion Restrictions</li> <li>• Ethical Dilemmas for Physicians</li> </ul> <p><b>SCAN</b></p> <ul style="list-style-type: none"> <li>• History of Abortion Laws in Texas</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• <b>Synchronous session #3 on 10/2 at 6pm CST</b></li> </ul>

**Course Calendar**

Module # Date	Learning Objectives	Topic	Topic / Assignments
7 10/7	<ol style="list-style-type: none"> <li>1. Examine the principles of consent.</li> <li>2. Discuss the human struggle to survive and the right to autonomous decision making.</li> <li>3. Describe how patient autonomy has been impacted by case law and legislative enactments.</li> <li>4. Discuss the following concepts: euthanasia, advance directives and do-not-resuscitate orders.</li> <li>5. Explain end-of-life issues as they relate to autopsy, organ donations, research, experimentation and clinical trials.</li> <li>6. Evaluate how human genetics and stem cell research can have an impact on end-of-life issues.</li> </ol>	<ul style="list-style-type: none"> <li>• Patient Consent, Rights, and Responsibilities</li> <li>• End-of-Life Issues</li> </ul>	<p><b>WATCH</b></p> <ul style="list-style-type: none"> <li>• Jack Kevorkian and the Right to Die</li> <li>• Terri Schiavo: A look back 10 Years After Her Death (2 videos)</li> </ul> <p><b>READ</b></p> <ul style="list-style-type: none"> <li>• Pozgar Chapters 14, 17</li> <li>• Code of Medical Ethics Opinion 5.7 and 1.1.7</li> <li>• US Medical and Surgical Society Position Statements on Physician-assisted Suicide and Euthanasia: A Review</li> </ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>• Module 7 PowerPoint Slides</li> </ul> <p><b>SCAN</b></p> <ul style="list-style-type: none"> <li>• Corporate Ethics and Corporate Compliance</li> <li>• Physician Assisted Suicide in Texas</li> <li>• Final Project Overview</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Video Scenario #2</li> <li>• Quiz 2</li> <li>• Written legal recommendation 2</li> </ul>

**Course Calendar**

Module # Date	Learning Objectives	Topic	Topic / Assignments
8 10/14	<ol style="list-style-type: none"> <li>1. Identify key areas where AI is currently being utilized in healthcare, such as diagnostics, treatment planning, and patient monitoring.</li> <li>2. Discuss the legal implications of AI in healthcare, focusing on liability, accountability, and patient rights.</li> <li>3. Identify and explain the current regulatory frameworks and guidelines that govern the use of AI in healthcare at national and international levels.</li> <li>4. Investigate emerging trends and future advancements in AI technology within the healthcare sector.</li> <li>5. Critically assess real-world case studies of AI applications in healthcare to understand practical challenges and successes.</li> </ol>	<ul style="list-style-type: none"> <li>• Current Topics: AI in Healthcare</li> </ul>	<p><b>WATCH:</b></p> <ul style="list-style-type: none"> <li>• How A.I. and Big Tech Are Shaping The Future of Healthcare</li> <li>• Should AI be used in health care? Risks, regulations, ethics and benefits of AI in medicine.</li> <li>• The Challenge of Ethics and AI in Healthcare</li> </ul> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Fact sheet: President Biden issues executive order on safe, secure, and trustworthy artificial intelligence.</li> <li>• Principles for Augmented Intelligence Development, Deployment, and Use.</li> </ul> <p><b>LISTEN:</b></p> <ul style="list-style-type: none"> <li>• Podcast: The AI Executive Order and Why Health Care Should Care</li> <li>• Podcast: Role of the FDA in approving AI-based medical devices</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• <b>Synchronous session #4 on 10/16 at 6pm CST</b></li> <li>• Legal Debate: Submit topic choice</li> </ul>

**Course Calendar**

Module # Date	Learning Objectives	Topic	Topic / Assignments
9 10/21	<ol style="list-style-type: none"> <li>1. Describe the medical staff organization and committee structure.</li> <li>2. Describe the credentialing and privileging process.</li> <li>3. Identify common physician medical errors.</li> <li>4. Identify common categories of nursing staff and the respective scope of practice.</li> <li>5. Discuss legal risks for nurses.</li> <li>6. Describe a variety of legal issues that occur in patient care settings.</li> <li>7. Explain the process of obtaining nurse licensure.</li> </ol>	<ul style="list-style-type: none"> <li>• Medical Staff Organization</li> <li>• Nursing and the Law</li> </ul>	<p><b>READ</b></p> <ul style="list-style-type: none"> <li>• Pozgar Chapters 10, 11</li> <li>• Provider Credentialing and Privileging</li> <li>• Common Mistakes Made by Nurses</li> <li>• Emerging Roles for Nurses</li> </ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>• Module 9 PowerPoint Slides</li> </ul> <p><b>SCAN</b></p> <ul style="list-style-type: none"> <li>• Medical Code Ethics</li> <li>• Medical Staff and Quality</li> <li>• Nursing, Licensing and Scope of Practice</li> <li>• ASHHR Job Description Toolkit</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Video Reflection #3</li> </ul>



**Course Calendar**

Module # Date	Learning Objectives	Topic	Topic / Assignments
10 10/28	<ol style="list-style-type: none"> <li>1. Describe some of the many legal issues that can occur in key patient care settings by different members of the multidisciplinary team.</li> <li>2. Discuss the purpose of the Emergency Medical Treatment and Active Labor Act.</li> <li>3. Describe the purpose of certification and licensure, and the reasons for revocation of licenses.</li> <li>4. Explain the importance of a multidisciplinary approach to patient care.</li> </ol>	<ul style="list-style-type: none"> <li>• Hospital Departments and Allied Professionals</li> </ul>	<p><b>WATCH</b></p> <ul style="list-style-type: none"> <li>• The Stop Light Program</li> </ul> <p><b>LISTEN</b></p> <ul style="list-style-type: none"> <li>• Mary Ellen Palowitch on EMTALA</li> </ul> <p><b>READ</b></p> <ul style="list-style-type: none"> <li>• Pozgar Chapter 12</li> <li>• Healthcare Certification and licensure</li> </ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>• Module 10 PowerPoint Slides</li> </ul> <p><b>SCAN</b></p> <ul style="list-style-type: none"> <li>• EMTALA</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Video Scenario #3               <ul style="list-style-type: none"> <li>• Quiz 3</li> <li>• Written legal recommendation 3</li> </ul> </li> <li>• Legal debate: Worksheet.</li> </ul>

**Course Calendar**

Module # Date	Learning Objectives	Topic	Topic / Assignments
11 11/4	<ol style="list-style-type: none"> <li>1. Describe the contents of medical records.</li> <li>2. Explain the ownership of and who can access a patient's medical record.</li> <li>3. Describe the purpose of the Privacy Act of 1974 and the Health Insurance Portability and Accountability Act of 1996 and how they affect hospital and physician practices.</li> <li>4. Describe various forms of child abuse, how to recognize it, and reporting requirements.</li> <li>5. Describe various forms of elder abuse, how to recognize it, and reporting requirements.</li> <li>6. Explain why it is important to report communicable diseases, adverse drug reactions, and infectious diseases.</li> <li>7. Understand the importance of incident reporting, sentinel events, and the purpose of root cause analyses.</li> </ol>	<ul style="list-style-type: none"> <li>• Information Management and Patient Records</li> <li>• Legal Reporting Requirements</li> </ul>	<p><b>WATCH</b></p> <ul style="list-style-type: none"> <li>• Health Information Management</li> </ul> <p><b>READ</b></p> <ul style="list-style-type: none"> <li>• Pozgar Chapters 13, 18</li> <li>• Medical Records</li> <li>• Reporting Child Abuse</li> <li>• Reporting Elder Abuse</li> </ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>• HIPAA/HITECH Privacy and Security (copy)</li> </ul> <p><b>SCAN</b></p> <ul style="list-style-type: none"> <li>• DRGs</li> <li>• Sentinel Events</li> <li>• How to Spot and Report Elder Abuse and Neglect</li> </ul> <p><b>DO:</b> Work on Legal debate</p>

**Course Calendar**

Module # Date	Learning Objectives	Topic	Topic / Assignments
12 11/11	<ol style="list-style-type: none"> <li>1. Describe the various federal labor acts as they relate to healthcare workers and patients.</li> <li>2. Discuss the right &amp; responsibilities of unions &amp; management.</li> <li>3. Discuss the types of discrimination that occur in the workplace and the Acts that are meant to protect against discrimination.</li> <li>4. Describe what sexual harassment is and what forms it can take.</li> <li>5. Describe the Employment-at-Will Doctrine.</li> <li>6. Discuss the distinct elements related to Discharge.</li> <li>7. Describe Effective Hiring Practices.</li> <li>8. Discuss Employee Rights and Responsibilities.</li> </ol>	<ul style="list-style-type: none"> <li>• Labor Relations</li> <li>• Employment at Will, Rights and Responsibilities</li> </ul>	<p><b>WATCH</b></p> <ul style="list-style-type: none"> <li>• Module 12 Overview</li> <li>• Zoom Call recording – Dana Mott-Bronson (Guest Lecture)</li> <li>• Sexual Harassment Prevention for Healthcare</li> </ul> <p><b>LISTEN</b></p> <ul style="list-style-type: none"> <li>• Labor Relations Issues for Healthcare Employers in the COVID-19 Era</li> </ul> <p><b>READ</b></p> <ul style="list-style-type: none"> <li>• Pozgar Chapters 19, 20</li> <li>• Labor Unions and Texas</li> <li>• Article: Texas Expands Protections for Employees Asserting Sexual-Harassment Claims</li> <li>•</li> </ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>• Module 12 PowerPoint Slides</li> </ul> <p><b>SCAN</b></p> <ul style="list-style-type: none"> <li>• Blue Cross Blue Shield National Labor Office Website</li> <li>• Right to Work Laws in Texas</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• <b>Synchronous session #5: Legal Debate on 11/13 at 6pm CST</b></li> <li>• Video Reflection #4</li> </ul>

**Course Calendar**

Module # Date	Learning Objectives	Topic	Topic / Assignments
13 11/18	<ol style="list-style-type: none"> <li>1. Examine the purpose of liability insurance policies for healthcare professionals.</li> <li>2. Explain the elements and conditions of an insurance policy.</li> <li>3. Describe the investigation and settlement of claims.</li> <li>4. Describe the common models of managed care organizations.</li> <li>5. Describe the purpose and process of utilization review.</li> <li>6. Describe the purpose &amp; various titles of the Patient Protection and Affordable Care Act of 2010 (PPACA).</li> <li>7. Describe the various court rulings involving PPACA.</li> </ol>	<ul style="list-style-type: none"> <li>• Professional Liability Insurance</li> <li>• Managed Care and National Health Insurance</li> </ul>	<p><b>WATCH</b></p> <ul style="list-style-type: none"> <li>• Module 13 Overview</li> </ul> <p><b>LISTEN</b></p> <ul style="list-style-type: none"> <li>• Beyond the Standard Podcast - Utilization Reviews</li> </ul> <p><b>READ</b></p> <ul style="list-style-type: none"> <li>• Pozgar Chapters 21, 22</li> <li>• Five things to know about the Texas ObamaCare ruling</li> <li>• Managed Care Organization</li> </ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>• Module 13 PowerPoint Slides</li> </ul> <p><b>SCAN</b></p> <ul style="list-style-type: none"> <li>• AHA: Commercial Health Insurance Primer</li> <li>• Provider Liability Coverage – Texas Medical Liability Trust</li> <li>• The Future of Managed Care</li> <li>• ACA Status – Articles 1,2,3</li> <li>• Status of State Medicaid Expansion Decisions: Interactive Map</li> <li>• KFF: 10 Things to Know About Medicaid Managed Care</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Video Scenario #4</li> <li>• Quiz 4</li> <li>• Written legal recommendation 4</li> </ul>

HAPPY THANKSGIVING / Project Preparation

**The University will be closed for the Thanksgiving Holiday from: 11/25 – 11/29**

**Course Calendar**

<b>Module #</b>  <b>Date</b>	<b>Learning Objectives</b>	<b>Topic</b>	<b>Topic / Assignments</b>
14 12/2		<p align="center"><b>DO</b></p> <p align="center"><b>Synchronous session #6: Legal Debate: Rebuttals</b></p> <p align="center"><i>Wednesday, December 4, 6pm – 9pm</i></p>	
15 12/9		<p align="center"><b>DO</b></p> <p align="center">Peer evaluations due on 12/13 at 5pm CST</p> <p align="center"><b>Semester Ends Friday 12/13 @ 5pm CST</b></p>	

End of Syllabus