

Health Law Survey for Non-Lawyers Syllabus

Instructor Name: Rebecca Ramirez, J.D., M.H.A., CHC, CHPC, CCEP, CCHP, CHSA

Contact Information:

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- The preferred method of contact for online students is email.

Office hours: Mondays from 6-8pm EST; <https://ufl.zoom.us/j/9926094743>

COURSE DESCRIPTION:

This course provides an introduction to the laws and regulations governing the modern health care industry. This course will acquaint students with the core stakeholders, consumers' rights, commercial health-sector enterprises, and cutting-edge issues and trends.

This class includes at least 25 hours (1,500 minutes) of instruction directly supervised by the instructor through recorded lectures, optional live sessions, office hours, and personalized feedback. It also requires students to engage in at least 60 hours (3,600 minutes) of out-of-class work, including reading assignments, research, written submissions, and discussion activities.

COURSE OBJECTIVES AND LEARNING OUTCOME:

Upon successful completion of this course, students will be able to:

- Understand the basic principles of health law and the regulatory environment.
- Identify the roles and responsibilities of key stakeholders in the healthcare system.
- Analyze legal rights and protections for healthcare consumers.
- Discuss contemporary legal and ethical issues affecting the healthcare industry.

REQUIRED AND RECOMMENDED TEXTBOOKS:

REQUIRED: Clark, B. R., Brown, E. F., Gatter, R., McCuskey, E. Y., & Pendo, E. (2022). *Health Law: Cases, Materials and Problems* (9th ed.). West Academic Publishing.

WEEKLY COURSE SCHEDULE OF TOPICS AND ASSIGNMENTS, INCLUDING A LIST OF IMPORTANT DEADLINES:

WEEK 1 – October 13-19, 2025 – Introduction - Developing Concepts and Ideals

Assignment

Discussion Postings: Introduce yourself to the class and Chapter 1 Problem – page 34

October 17, 2025 – Homecoming – No classes

Recorded Lecture: Syllabus Review

Office Hours: Monday, October 13, 2025, 6-8pm EST

Reading

- Textbook (*Health Law - Cases, Materials, and Problems - 9th Edition*) Chapter 1: Evolving Themes and Values
 - Introduction
 - Justice and Equity
 - Cost, Quality, and Access
 - Equitably Spreading Health Risks
 - What is Illness?
- Textbook (*Health Law - Cases, Materials, and Problems - 9th Edition*) Chapter 6: Discrimination and Unequal Treatment in Health Care, pages 361-393 (section C)
 - Disability
 - Disability Discrimination in Health Insurance

WEEK 2 – October 20-26, 2025 -Liability and Emergency Care

Assignment

Discussion Posting: Chapter 6 Problem – pages 313-314

Office Hours: Monday, October 20, 2025, 6-8pm EST

Optional Live Class Via Zoom: Wednesday, October 22, 2025, at 8pm EST

Reading

- Textbook (*Health Law - Cases, Materials, and Problems - 9th Edition*) Chapter 5: Liability of Health Care Institutions
 - Introduction
 - Vicarious Liability of Hospitals for Negligence of Medical Staff
 - Direct Liability of Institutional Providers
 - Liability of Health Plans
 - Liability of ACOs
 - Reforming the Tort System for Medical Injuries
- Textbook (*Health Law - Cases, Materials, and Problems - 9th Edition*) Chapter 6: Discrimination and Unequal Treatment in Health Care, pages 299-313 (Section III – EMTALA: The Exception for Emergency Care)
 - Emergency Medical Treatment and Labor Act

WEEK 3 – October 27–November 2, 2025 - Health Information and Consent

Assignment

Discussion Posting: Chapter 4 Problem – pages 206-207

Office Hours: Monday, October 27, 2025, 6-8pm EST

Optional Live Class Via Zoom: Wednesday, October 29, 2025, at 8pm EST

Reading

- Textbook (*Health Law - Cases, Materials, and Problems - 9th Edition*) Chapter 4: The Professional-Patient Relationship
 - Introduction
 - Forming the Physician-Patient Relationship
 - Duty Not to Abandon a Patient
 - Informed Consent: The Physician's Obligation
 - Confidentiality and Disclosure in the Patient-Physician Relationship
 - Medical Malpractice

WEEK 4 – November 3-9, 2025 – Life and Death Decisions

Assignment

No Discussion Posting

Term Paper Due: November 9, 2025

Office Hours: Monday, November 3, 2025, 6-8pm EST

Optional Live Class Via Zoom: Wednesday, November 5, 2025, at 8pm EST

Reading

- Textbook (*Health Law - Cases, Materials, and Problems - 9th Edition*) Chapter 18: Life and Death Decisions – pages 1261-1326
 - Introduction
 - Making Health Care Decisions About Death and Dying: The Constitutional Foundation
 - Health Care Decisions – Making by Adults with Decisional Capacity
 - Health Care Decisions for Adults Without Decision-Making Capacity

WEEK 5 – November 10–16, 2025 – Life and Death Decisions Continued

Assignment

No Discussion Posting

November 11, 2025 – Veteran’s Day – No classes

Office Hours: Monday, November 10, 2025, 6-8pm EST

Optional Live Class Via Zoom: Wednesday, November 12, 2025, at 8pm EST

Reading

- Textbook (*Health Law - Cases, Materials, and Problems - 9th Edition*) Chapter 18: Life and Death Decisions – pages 1326-1373
 - Health Care Decision-Making for Children
 - “Futile” Treatment

WEEK 6 – November 17-23, 2025 – Medically Assisted Dying

Assignment

Discussion Posting – Chapter 19 Problem – pages 1418-1419

Case Brief Due: November 23, 2025

Office Hours: Monday, November 17, 2025, 6-8pm EST

Optional Live Class Via Zoom: Wednesday, November 19, 2025, at 8pm EST

Reading

- Textbook (*Health Law - Cases, Materials, and Problems - 9th Edition*) Chapter 19: Medically Assisted Dying
 - Introduction
 - The Constitutional Framework
 - State Legislation and Litigation to Support Medically Assisted Dying

WEEK 7 – November 24-30, 2025 – Transplantation, Reproduction, Birth, and Death

Assignment

No Discussion Posting

Thanksgiving week – No classes

Office Hours: Monday, November 24, 2025, 6-8pm EST

Reading

- Textbook (*Health Law - Cases, Materials, and Problems - 9th Edition*) Chapter 17: Organ Transplantation and the Determination of Death
 - Organ Transplantation
 - The Determination of Death
- Textbook (*Health Law - Cases, Materials, and Problems - 9th Edition*) Chapter 16: Reproduction and Birth – pages 1049-1160
 - Introduction
 - When Does Human Life Become a “Person”?
 - Abortion
 - Contraception
 - Sterilization
 - Decision-Making During Pregnancy

WEEK 8 – December 1-7, 2025 - Transplantation, Reproduction, Birth, and Death Continued

Assignment

Discussion Posting – Most Interesting Topic and Why?

Office Hours: Monday, December 1, 2025, 6-8pm EST

Optional Live Class Via Zoom: Wednesday, December 3, 2025, at 8pm EST

Reading

- Textbook (*Health Law - Cases, Materials, and Problems - 9th Edition*) Chapter 16: Reproduction and Birth – pages 1160-1215
 - Assisted Reproductive Technologies (ART)

WEEK 9 – December 8-12, 2025 - Fraud and Abuse

Assignment

No Discussion Posting

Final Paper Due: December 12, 2025

Office Hours: Monday, December 8, 2025, 6-8pm EST

Optional Live Class Via Zoom: Wednesday, December 10, 2025, at 8pm EST

Reading

- Textbook (*Health Law - Cases, Materials, and Problems - 9th Edition*) Chapter 14: Fraud and Abuse
 - False Claims Act

- The Anti-Kickback Statute
- The Stark Law
- ACOs and Fraud and Abuse Laws

ADDITIONAL ASSIGNMENT INFORMATION:

❖ 5 Weekly Discussion Posts

There is no length requirement for the discussion post; however, they need to be substantial enough to fully address the topic you are reviewing. Students should read all the other responses from their peers. As an online course, this is how we can collaborate and learn from each other.

You are required to post at least an initial discussion post in response to the question posed and a response to another student's post by Sunday (11:55pm).

Discussion- 20 Points Each Week

❖ Persuasive Term Paper

Due Date: November 9, 2025

You will self-select a contemporary topic or issue on a topic of either Health Law or Ethics and prepare and write a paper of 6-10 pages. This is a persuasive paper, so you will choose one side of the topic and argue that side. You will be graded on how well you support your argument. Your audience is Congress. You are trying to convince them that whatever stance you are taking is the right one and the one that should direct how they legislate on your topic.

In persuasive writing, a writer takes a position FOR or AGAINST an issue and writes to convince the reader to believe or do something. Persuasive writing, also known as argument essays, utilizes logic and reason to show that one idea is more legitimate than another idea. It attempts to persuade a reader to adopt a certain point of view or to take a particular action. The argument must always use sound reasoning and solid evidence by stating facts, giving logical reasons, using examples, and quoting experts. When planning a persuasive essay, follow these steps:

1. Choose your position. Which side of the issue or problem are you going to write about, and what solution will you offer? Know the purpose of your essay.
2. Analyze your audience. Decide if your audience agrees with you, is neutral, or disagrees with your position.
3. Research your topic. A persuasive essay must provide specific and convincing evidence.

4. Structure your essay. Figure out what evidence you will include and in what order you will present the evidence.

Remember to consider your purpose, your audience, and your topic. The following criteria are essential to produce an effective argument.

- Develop a strong thesis - a clear, concise statement of your main argument and the overall idea you'll be arguing. Your thesis will also serve as a roadmap for the rest of your essay, giving the reader a general idea of the path your argument will follow.
- Test your thesis. Your thesis, i.e., argument, must have two sides. It must be debatable. If you can write down a thesis statement directly opposing your own, you will ensure that your argument is debatable.
- Disprove the opposing argument. Understand the opposite viewpoint of your position and then counter it by providing contrasting evidence or by finding mistakes and inconsistencies in the logic of the opposing argument.
- Support your position with evidence. Remember that your evidence must appeal to reason.

Topic Examples:

- Physician-Assisted Suicide
- End of Life Issues
- Do We Still Need EMTALA?
- How Informed is Informed Consent?
- Tort Reform

Persuasive Paper: 350 points

❖ Case Brief

Due Date: November 23, 2025

Each student may select any case included in this semester's reading. You should read, analyze, and synthesize the case into a case brief. There is no length requirement for the assignment. See Canvas for additional information on how you should structure your case brief.

Case Brief (Word Document)-200 points

❖ Final Paper

Due Date: December 12, 2025

Your final paper will be a non-traditional synthesis of the information we have covered in this course. This paper should be between 8 and 10 pages long. With this paper, I am asking you to explore what your ideal healthcare system would be like and support why you feel this is the way we should administer healthcare in this country. You should explore topics like whether, in your system, patients would have a right to privacy. Does your system include EMTALA, or something else entirely different? How does your system combat fraud and abuse? What about informed consent? What system would you use when patients were harmed by healthcare providers? While you do not have to tackle every aspect of healthcare we have covered this semester, you need to provide a framework for how your ideal healthcare system would function. Your paper should prove that you understand what is needed for a functioning healthcare system in this country.

Key Areas to Address

- Regulatory
- Privacy
- EMTALA
- Consent
- End of Life Decision Making- Who gets to decide?

Final Paper: 350 points

CLASS DEMEANOR EXPECTATIONS:

As a graduate-level course, students are expected to engage in a manner that reflects professionalism, respect, and academic integrity. The following expectations apply to all online interactions, including discussion boards, virtual meetings, and email correspondence:

1. Respectful Communication
 - Treat peers, instructors, and guest speakers with courtesy and respect, even during disagreements.
 - Avoid offensive, discriminatory, or inflammatory language.
 - Listen actively and respond thoughtfully to others' contributions.
2. Professional Conduct
 - Use professional language, tone, and etiquette in all communications.
 - Dress appropriately when attending live video sessions.
 - Maintain academic honesty in all assignments and discussions.
3. Preparedness and Engagement
 - Complete readings and assignments on time to contribute meaningfully to class discussions.
 - Be present and attentive in synchronous sessions; avoid multitasking.
 - Participate regularly in discussion boards and collaborative activities.
4. Constructive Participation
 - Offer evidence-based opinions and support arguments with course materials or credible sources.
 - Encourage inclusive dialogue and be mindful of different perspectives.

5. Timely and Appropriate Communication
 - Check your email and Canvas regularly for updates.
 - Contact the instructor promptly with questions or concerns using professional email etiquette.
6. Confidentiality and Academic Integrity
 - Respect the confidentiality of shared personal experiences and course discussions.
 - Do not record or share course content without permission.

CLASS ATTENDANCE & MAKEUP POLICIES:

Observance of Religious Holidays:

UF Law respects students' observance of religious holidays. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activities because of religious observances.

Absence Due to Illness:

A student who is absent from class or misses any required class-related activity because of illness should contact their instructor, if feasible, as early as possible before the missed class or activity. Students shall be permitted a reasonable amount of time to make up the material or activities covered during an excused absence. Students should contact their college by the deadline to drop a course for medical reasons. Students can petition the Dean of Students' Office to drop a course for medical reasons. The university's policy regarding medical excuses from classes is maintained by the Student Health Care Center.

EVALUATION METHODS & GRADING POLICY:

[If a portion of the grade is tied to participation, please provide specific details on how you will determine an individual student's participation grade.]

Grade Scale & Grading Policies:

<u>Grade</u>	<u>Points</u>
A	4.0
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
E	0.00

The law school grading policy is available at <https://www.law.ufl.edu/uf-law-student-handbook-and-academic-policies>. Note that the mandatory mean does not apply to MSL or LLM students.

EXAM DELAYS AND ACCOMMODATIONS:

The law school policy on exam delays and accommodations can be found [here](#).

STATEMENT RELATED TO ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

Students requesting accommodations for disabilities must first register with the Disability Resource Center (<https://disability.ufl.edu/>). Once registered, students will receive an accommodation letter, which must be presented to the Assistant Dean Brian Mitchell. Students with disabilities should follow this procedure as early as possible in the semester. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester. Students may access information about various resources on the UF Law Student Resources Canvas page, available at <https://ufl.instructure.com/courses/427635>.

STUDENT COURSE EVALUATIONS:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click [here](#) for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens and may complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students [here](#).

COMPLIANCE WITH UF HONOR CODE:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Law Honor Code located [here](#). The UF Law Honor Code also prohibits the use of artificial intelligence, including, but not limited to, ChatGPT and Harvey, to assist in completing quizzes, exams, papers, or other assessments.

UF students are also bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the University Conduct Code](#). If you have any questions or concerns, please consult with the instructor in this class.

RECORDINGS:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class, or between a student and the faculty or guest lecturer during a class session.

Publication without permission from the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student.

RESOURCES:

Wellness:

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern, and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic & Tech Support Resources:

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Online Student Complaints: [View the Distance Learning Student Complaint Process.](#)