

HCA 441 Online version
Spring 2024

Thank you for enrolling in my class. You've made a significant investment and it's my job to return to you as much value as I can.

This syllabus is tied to materials that I will push out to you electronically. This will include lectures and written materials. The materials come from a number of sources and often include links to additional material that you will need to read. The written material I will send you should be in your hands by the end of the day January 12,2024.

By way of background and disclosures:

I am a part time faculty member and for that reason don't maintain an office on campus. This doesn't mean that I don't want to hear from you. See note below on how to contact me.

I began teaching college law classes on a part time basis shortly after graduating from law school in 1976. . |For the last 23 years I have taught health law at WKU, always on a partime basis.

It has been a challenge to convert what has historically been a lecture class into a meaningful internet class. Engaging students and teaching students that I can't see is not easy. My experience with Blackboard has not been good. I know it works well for others, and I have taken courses on how to use blackboard, but still struggle to make it do what I want it to do. This semester I am determined to make it work for me, (in the past I always felt like Blackboard wanted me to work for it). As we take this journey together, we may deviate from the planned route. If we do I will give you plenty of notice.

Despite all that I say and write, I like doctors. That's the disclosure of my bias. Now the full disclosure, doctors pay me every two weeks. For 28 years my full-time job was as an administrator, functioning as the chief operating officer of the Graves Gilbert Clinic. Graves Gilbert is a large physician owned multi-specialty group based here in Bowling Green. It was founded in 1938 and currently has 120 physicians and over 1000 employees. Four and half years ago I mostly retired from that job. I continue to assist in the management of their malpractice litigation and draw a small salary for that very part time work.

I am a lawyer by training and disposition. I practiced law in a traditional law firm setting for 14 years before coming to Bowling Green 33 years ago. Since that time, I have worked exclusively with doctors.

I believe the American healthcare system can function better than it does.

With the disclosures out of the way please allow me to move on to the nuts and bolts of how this class will work and what my expectations are.

FORMAT

Our semester runs until May 1. . I have broken the class into fourteen segments. Which includes two open segments, more on open segments later. The plan is for you to work through one segment per week. Each lesson is based on written material for you to read, a lecture for you to watch, a quiz for you to take and a brief written assignment.

Current federal rules necessitate that we keep things moving by weekly quantifiable interaction. Without the weekly interaction the federal government won't foot the bill for classes through its federal loan programs. Unfortunately this means that one of the attractive features of online learning –go at your own pace is largely out the window. I need to have weekly assignments from you and I need to respond on a regular basis. So pushing all of your assignments to the last week of the semester is not an option. Because of these rules it is best that you think of this class not as an online class that runs for a semester, but rather as a series of one week classes, all of which must be completed within the week they are assigned.

For each week,(accept for the week's listed as open) there will be:

1. Written materials
2. Video lectures to watch
3. A quiz to take
4. A short written assignment

THE WRITTEN MATERIALS

There is no traditional textbook for this class. Rather I am pushing out to you in email form textual materials that I have written for this class. The good news is that since I wrote it I was able to cut out what I think is unimportant and trim the materials to under 150 pages. For most weeks the materials include an outline and a primer. Rarely are they more than ten pages in length for any given week.

THE VIDEO LECTURES

I will be recording approximately 25 hours of lecture materials. You will receive links to the YouTube channels where the lectures can be found. Most of the lectures have not been recorded yet and quite honestly most weeks I will at best be no more than a week ahead of you. For that reason trying to get ahead by watching a month's worth of videos the first week may be problematic.

My plan is to break the lectures into smaller more watchable pieces of 14 to 20 minutes rather than do one two and half hour lecture. As an example the lectures on contracts may

consist of a lecture on consideration, one on defenses to breach, one on the statute frauds, and one on the parole evidence rule.

I will do all that I can to make a talking head on your computer screen interesting, but quite frankly there is a reason that Hollywood uses multiple camera angles and spends thousands of hours in post production editing. I can't compete with Hollywood, or even TED talks, (I have watched a lot of TED talks online and they switch cameras about every 12 seconds to keep the watcher interested). Unfortunately that the time and money to make a really engaging video presentation is not there for HCA 441.

THE QUIZZES

The Quizzes will be available to you beginning at Noon each Thursday and must be completed by the immediately following Sunday at 11:59 PM. The Quizzes will be open book. SEE "What Open Book Means" below. Once opened you will have 30 minutes to complete each 19 question quiz. If you know the material it will only take a fraction of that time.

WRITING ASSIGNMENTS

Each weekly assignment will have with it a weekly writing assignment. The assignments are designed to be answered in 200 words or less, although there is no limit on how much you can write. The assignments are due at 11:59PM on Sunday of each week.

The writing assignments are not designed to be research projects. Quite simply they are designed for me to have evidence that you have read the week's materials. Some assignments may require you to look outside of the written material e.g. I may ask you to find a news story related to what we have read. More often I will ask an open ended question. Sometimes I may ask what you think about a topic. If I do that, don't worry about what I think. I have spent 47 years practicing law, and I am accustomed to arguing whichever side of a controversy my client needs me to argue. As an example we will talk about restrictive covenants in employment agreements. I have argued to courts that they are a good idea when that was my client's position and I have argued that they are a bad idea when that is my client's opinion.

I expect what you turn in under your name to be your original work. If you are quoting someone else I want to see quotation marks and I want to know who you are quoting. Please read with great care what I have written below under the heading "A Special Note on Artificial Intelligence". Not understanding my rules with regard to AI can be very costly.

Blackboard and I have had a long running feud. It doesn't like me and I don't like it. Nevertheless I am bound and determined to use Blackboard this semester and assignments will be submitted through Blackboard.

THE TESTS

There are three tests this semester. Two mid terms and a non-cumulative final. The tests will be true false and multiple choice. The tests will be open book as that term is defined below.

OPEN WEEKS

There is a week during spring break where there are no assignments. There are also two weeks which are listed as open weeks. This is designed to give you an opportunity to study

for the midterms without having written assignments and quizzes due at the same time as the tests. It also gives us a little bit of flexibility in case we fall off track. I hope that you will use the open weeks wisely. If you are struggling with the material it also provides an excellent time slot for me to meet with students in the days before the exam rather than after the exam. Meeting with me can be far more valuable before an exam. I reserved the right to add something else into the syllabus on the open weeks if they are not needed for the above mentioned purposes. If I do that you will be given adequate notice by email and by blackboard.

WHAT OPEN BOOK MEANS

All tests and quizzes will be open book. For this course that means that during the test or quiz you may consult any of the materials I have provided you and may consult any paper or electronic notes that you have prepared prior to the test or quiz. You will not be permitted to consult with others once you have opened the test, nor will you be able to consult with search engines, web sites, or use artificial intelligence during the test or quiz. Any violation of this rule may result in a downward adjustment of your grade up to and including a failing grade for the semester.

A SPECIAL NOTE ON ARTIFICIAL INTELLIGENCE

On December 31, 2023 Chief Justice John Roberts released his annual report on the state of the courts. In that report he wrote; “. . . any use of AI requires caution and humility”. I would add to his words “disclosure”.

As noted above AI can not be used during the quizzes or during the tests. For the writing assignments it may have a limited role. I have long been intrigued by the use of AI. I am using a simple form of it. AI is getting markedly better especially for correcting syntactical errors in writing. Fortunately AI remains by definition “artificial” meaning not real, not authentic. Last semester one of my students wrote a paper about the case of In Re Mattie Brown. Brown is one of my favorite cases and one I have used for years in teaching my HCA 551 class. Brown is a case that involves the state’s desire to force a witness to a murder to take a blood transfusion so that the witness will remain alive and able to testify at the time of the trial. It is about murder, and constitutional rights. It is not about workers compensation. On behalf of my student AI wrote a strange analysis of In re Mattie Brown that went on and on about workers compensation law.

AI has been known to hallucinate. I recently asked Bard, Google’s version of AI, to prepare a chart showing the members of the board of directors of the Ford Motor Company with columns showing what other corporations the individual directors served on. The chart was produced in seconds looked beautiful, but showed Henry Clay Ford Jr. (Henry Ford’s great grandson) as serving on the board of Ford Motor Company and General Motors. This is of course patently untrue, no Ford would have ever served on the board of directors of Ford’s arch competitor. I am not sure if AI has developed a sense of humor or is just not as good as some people think.

Having said all of this, my personal opinion is that AI is not yet ready to create dependable work. I would also suggest that for projects as short as your weekly papers it may be more trouble than it is worth. Nevertheless, if you use AI to help you craft an answer to any of the weekly assignments you must provide me with both (a) a note that clearly states you used AI, and (b) a verbatim description of the prompt or prompts that you gave to the AI. Failure to make both disclosures shall result in a downward adjustment of your grade up to and including failure for the course.

Candidly my thought is for the assignments in question it is not worth the trouble. But I am willing to let you experiment under the strict rules above.

HOW YOUR GRADE IS CALCULATED

Your grade will be based on multiple components: your average grade on the quizzes, (12.5% of your semester grade); your average grade on the weekly written assignments, (12.5% of your semester grade); your grade on the first midterm, (25% of your semester grade); your grade on the second midterm, (25% of your semester grade); and your grade on the final exam, (25% of your semester grade).

When a numerical grade is calculated I will apply the following gradients:

90 to 100	A
80 to 89	B
70 to 79	C
60 to 69	D
Below 69	F

FINDING ME

I can be reached by phone or text at (270) 438-9448, or called at the last landline in America, (270) 842-8872, please feel free to use either number until midnight any night. One of the nice things about being retired is that I can stay up as late as I want and not run the risk of sleeping through boring meetings at 7:00AM. I am ordinarily up until 2:00AM, but not at my best before 9:00AM. My WKU email address is craig.heckman@wku.edu I try to check it regularly during the semester, but you are more likely to catch me quicker at craigdheckman@gmail.com an email address that I check more often. I would encourage you to use the gmail address if sending me an email. .

This class will never have the convenience of raising your hand if you don't understand or making the scrunched up face that means "I don't know what you are talking about". As a result there are only two ways for me to know you are not understanding what I am communicating; either measured performance on graded assignments or you reaching out to me. Please don't hesitate to do so.

As a part time faculty member I don't have an office on campus and don't keep regular office hours, but if you want to have a face to face meeting my schedule is remarkably flexible and I can work with you to find a time and place to meet on campus— - just let me know that you want to meet.

I enjoy talking to students, and welcome your calls, emails, or texts. If you want to talk about the class, your career, or music I am available. I want to be as available to my online students as I am to my in person students.

GOAL

We haven't talked and I don't know what your goals are or what your motivation for taking the class is. My goal is fairly clear ---teach you as much as I can about healthcare jurisprudence in a short period of time. I will be measuring your both (a)ability to clearly distinguish between multiple arguments while acquiring and expressing your own solutions to the problems presented; and (b)_your ability to grasp the fundamental knowledge necessary for a clear understanding of the intersection of the legal world and the world of healthcare.

YOUR EMAIL

If you want me to use an email address other than your WKU email address, please let me know.

HOW TO GET THE BEST GRADE

This course is designed so that the readings required each week and the lecture compliment each other. Although there is some overlap, one is not a substitute for the other. I would encourage you to do the readings first and then watch the lecture. The lecture will frequently include examples which may help to clarify the written material. The outlines are modified versions of my lecture notes and should provide you with a useful guide to studying for the exams.

On the weekly writing assignments students that have done poorly have usually failed to answer the questions asked. I can't stress strongly enough the importance of doing two things before you push the send button- - double check to make sure you have answered the question asked and read your paper out loud. I will not be grading the paper as an English professor would but errors in syntax are an enormous distraction. All I have to grade you on is what you put on the paper, make sure it makes sense.

On the tests don't rely on the fact that the test is open book. From time to time I experiment with different approaches to teaching. This has included the occasional use of open book testing. It has universally resulted in lower grades on the tests. I can't prove the cause of this, but my belief is that students simply don't prepare as well for tests that will be open book. With the class being online there is no practical way for the test to be anything other than open book; I hope you can break the trend and do better on the tests even though they are open book. Many of the questions on the test will require you to apply what you have learned to a fact pattern that I give you. Facing that kind of question and expecting an open book to be your salvation is foolhardy. Prepare for the test as if it is not open book.

STUDENTS REQUIRING SPECIAL ACCOMMODATIONS ARE REMINDED

that in compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

DISCRIMINATION AND SEXUAL HARASSMENT

The University and I disagree on many things, but we share the belief that discrimination and sexual harassment are corrosive to the mission of the University, I would encourage you to know and understand that: Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

FEDERAL REGULAR AND SUBSTANTIVE INTERACTION REQUIREMENTS

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the Regular and Substantive Interaction in Online and Distance Learning webpage. www.wku.edu/citl/rsi.php
In this course, regular and substantive interaction will take place through your weekly written assignments to me and through my weekly written responses to your assignments, and through the weekly quizzes.

The **purpose** of this course is to provide you with an introduction to the American legal system with particular emphasis on those elements of the system that are highly relevant to the delivery of healthcare.

The **objective** of this class is to have students develop an understanding of the American legal system as it interplays with the American healthcare system. Although not a complete list of topics covered by the written materials and the anticipated lectures, the following list of 18 **objectives** should be useful. Students completing the class should:

- a. Understand what a tort is and who can be liable for what, when a tort is committed.
- b. Understand what a contract is and be able to distinguish a contract from a mere understanding. With this should be a working knowledge of how damages are calculated by the courts when a breach of contract is found. Students should also be able to identify the common defenses to a breach of contract lawsuit.
- c. Be able to distinguish between sole proprietorships, partnerships and corporations understanding the pros and cons of each.
- d. Know when consent is needed to treat a patient and know when it is not required. With this, a student should know the necessary elements of valid consent.
- e. Know the modern role of nurses and the reasons for the expansion of their role.
- f. Be able to show knowledge of the other types of physician extenders within the American healthcare system.
- g. Understand the general rules related to patient confidentiality and the common exceptions that negate those duties, as well as the circumstances where disclosure is mandatory.
- h. Have a working knowledge of the functional difference between the confidentiality rule adopted by some states and the privilege rule adopted by others. With this should be an understanding of the policy reasons for each approach.
- i. Have a functional knowledge of the most common federal statutes protecting employees from discrimination and other unfair labor practices.
- j. Be familiar with the basic terminology related to simple lawsuits including the common discovery techniques likely to be found in typical lawsuit. Students should know the purpose of and importance of a response to a lawsuit.
- k. Be familiar with the history of abortion rulings by the US Supreme Court and be familiar with the status of the law in the United States.
- l. Be aware of the long-term trends in medical malpractice litigation.
- m. Know the legal standard of what is and isn't medical malpractice.
- n. Have a well-developed knowledge of how both claims made insurance policies and occurrence insurance policies work in the area of medical malpractice. This would include a well-developed knowledge of how policy limits work.

- o. Be able to explain the purpose of the False Claims Act, the Anti-kickback statute and the Stark Statute along with a demonstrable knowledge of the purpose of each statute and their applicability to healthcare.
- p. Understand what kind of information is contained within the National Practitioner Data Bank and understand who can access that information.
- q. Understand the trends in physician discipline.
- r. Have a working knowledge of the legal tools that have been designed to provide clarity to doctors who are treating patients at the end of the patients' lives.

The Health Care Administration program at WKU has developed a competency chart designed to clarify the areas of knowledge that it thinks are essential for those studying Health Care Administration. Those competencies appear in a chart that is attached to this syllabus and labelled "*WKU HCA competency chart, the five domains*".

Immediately below is a chart specific to this course that is designed to show how the preceding objectives a through r, are tied to the department's stated competencies.

The chart also shows which lectures and which sections of the written materials are associated with the stated objectives.. The mapping chart uses shortened descriptions of the objectives, but the small letter preceding the shortened description matches small letter designation on the preceding page where a fuller description is available.

In the column marked "competency covered" the alphanumeric notations are tied to the department's competency chart.

EXAMPLE On the preceding page the objective listed as "b" says "*Understand what a contract is and be able to distinguish a contract from a mere understanding. With this should be a working knowledge of how damages are calculated by the courts when a breach of contract is found. Students should also be able to identify the common defenses to a breach of contract lawsuit.*" On the immediately following competency mapping chart that objective retains the designation "b", but the description is abbreviated to "how contracts work". In the column labelled "competency covered" the entries 1d, 4d, and 5d are notations related to the competencies listed as 1d, 4d, and 5d on the department's attached "competency the five domains" chart. The readings associated with "how contracts work" is the reading for August 30 and the lecture of August 30. The test covering that material is test one.

HCA 441 competency mapping –the relationship between objectives competencies and testing.

Related objectives

competency

**associated
measured by
covered**

Lecture &

reading

- a. Torts what they are and
- b.
- c.
- d. 1d, 4d, 5d Aug 30
- e. paper 1/21
who is liable for what

- b. How contracts work
- c.
- d.
- e. 1d, 2d
- f.
- g.
- h. Sept 6
- i.
- j. paper 1/28

- c. Options for business structures
- d.

- e. 1d, 1e, 4a, 5d
- f.
- g. Sept 13
- h.
- i. paper 2/4

- d. Consent when need/when not
- e.
- f. 3c,5d,1d
- g.
- h. Sept 27
- i.
- j. paper 2/18

- e. Nursing roles
- f.
- g.
- h.
- i. 5d, 4a
- j.
- k.
- l. Sept 27
- m.
- n. paper 2/18

- f. Types of nurses and extenders
- g.
- h. 5d, 4a
- i.
- j.
- k. Sept 27
- l. paper 2/18

- g. Confidentiality and exceptions
- h.
- i. 1d, 5d, 4d, 3c, 2d
- j. Oct 4
- k.
- l. paper 2/25

h. Confidentiality vs. privileges

i.

j. 1d, 5d, 4d, 3c, 2d

k. Oct 4

l.

m. paper 2/25

i. Federal employment law

j.

k. 5b, 2e, 5d

l.

m. Oct 11

n.

o. paper 3/3

j. Terms and rules of litigation

k.

l. 1d, 5d

m.

n.

o. Oct 11

p.

q. paper 3/3

k. History and status of abortion laws

l. 4f, 5d

m.

n.

o. Oct 18

p.

q. paper 3/10

l. Medical malpractice trends

m.

n. 4w, 1d

o.

p.

q. Nov 1

r.

s. paper 3/31

m. What malpractice is and isn't

n.

o. 1d,2d, 3c, 4d, 5d

p. Nov 1

q.

r. paper 3/31

n. How malpractice insurance works

o. 1d,2d,2e,4e,5d

p.

q. Nov 1

r.

s. paper 3/31

o. Federal fraud and abuse statutes

p. 3c, 5d, 4f

q.

r. Nov 8

s.

t. paper 4/7

p. How the data bank works

q.

r. 3c 4d,4d 4e, 5d

s.

t. Nov 15

u.

v. paper 4/14

q. Trends in doctor discipline

3c,4d,4d, 4e, 5d

Nov 15

paper 4/14

r. Tools and decisions at end of life

3c, 5d

Nov 30

paper 4/21

PURPOSE OF COURSE

The purpose of this course is to provide you with an introduction to the American legal system with particular emphasis on those elements of the system that are highly relevant to the delivery of healthcare.

The objective of this class is to have students develop an understanding of the American legal system as it interplays with the American healthcare system. Although not a complete list of topics covered by the written materials and the anticipated lectures, the following list of 18 objectives should be useful. Students completing the class should:

- a. Understand what a tort is and who can be liable for what, when a tort is committed.
- b. Understand what a contract is and be able to distinguish a contract from a mere understanding.
- c. With this should be a working knowledge of how damages are calculated by the courts when a breach of contract is found. Students should also be able to identify the common defenses to a breach of contract lawsuit.
- d. Be able to distinguish between sole proprietorships, partnerships and corporations understanding the pros and cons of each.
- e. Know when consent is needed to treat a patient and know when it is not required. With this, a student should know the necessary elements of valid consent.

- f. Know the modern role of nurses and the reasons for the expansion of their role.
- g. Be able to show knowledge of the other types of physician extenders within the American healthcare system.
- h. Understand the general rules related to patient confidentiality and the common exceptions that negate those duties, as well as the circumstances where disclosure is mandatory.
- i. by some states and the privilege rule adopted by others. With this should be an understanding of the policy reasons for each approach.
- j. Have a functional knowledge of the most common federal statutes protecting employees from discrimination and other unfair labor practices.
- k. Be familiar with the basic terminology related to simple lawsuits including the common discovery techniques likely to be found in typical lawsuit. Students should know the purpose of and importance of a response to a lawsuit.
- l. Be familiar with the history of abortion rulings by the US Supreme Court and be familiar with the status of the law in the United States.
- m. Be aware of the long-term trends in medical malpractice litigation.
- n. Know the legal standard of what is and isn't medical malpractice.
- o. Have a well-developed knowledge of how both claims made insurance policies and occurrence insurance policies work in the area of medical malpractice. This would include a well-developed knowledge of how policy limits work.
- p. Be able to explain the purpose of the False Claims Act, the Anti-kickback statute and the Stark Statute along with a demonstrable knowledge of the purpose of each statute and their applicability to healthcare.
- q. Understand what kind of information is contained within the National Practitioner Data Bank and understand who can access that information.
- r. Understand the trends in physician discipline.
- s. Have a working knowledge of the legal tools that have been designed to provide clarity to doctors who are treating patients at the end of the patients' lives.

The Health Care Administration program at WKU has developed a competency chart designed to clarify the areas of knowledge that it thinks are essential for those studying Health Care Administration. Those competencies appear in a chart that is attached to this syllabus and labeled “WKU HCA competency chart, the five domains”.

Immediately below is a chart specific to this course that is designed to show how the preceding objectives a through u, are tied to the department’s stated competencies. The chart also shows which lectures and which sections of the written materials are associated with the stated objectives.. The mapping chart uses shortened descriptions of the objectives, but the small letter preceding the shortened description matches small letter designation on the preceding page where a fuller description is available.

In the column marked “competency covered” the alphanumeric notations are tied to the department’s competency chart.

EXAMPLE On the preceding page the objective listed as “b” says “Understand what a contract is and be able to distinguish a contract from a mere understanding. With this should be a working knowledge of how damages are calculated by the courts when a breach of contract is found. Students should also be able to identify the common defenses to a breach of contract lawsuit.” On the immediately following competency mapping chart that objective retains the designation “b”, but the description is abbreviated to “how contracts work”. In the column labeled “competency covered” the entries 1d, 4d, and 5d are notations related to the competencies listed as 1d, 4d, and 5d on the department’s attached “competency the five domains” chart. The readings associated with “how contracts work” is the reading for August 30 and the lecture of August 30. (because this is an online class the dates listed are the date by which the reading is expected to be done and the lecture watched. The test covering that material is test one.

HCA 441 competency mapping –the relationship between objectives competencies and testing.

Related objectives measured by	competency covered	associated	
		Lecture date & Reading & test	
Torts what they are and who is liable for what	1d, 4d, 5d	Jan 21	test one
How contracts work	1d, 2d	Jan 28	test one

Options for business structures	1d, 1e, 4a, 5d	Feb 4	test one
Consent when need/when not	3c,5d,1d	Feb 18	test one
Nursing roles	5d, 4a	Feb 18	test two
Types of nurses and extenders	5d, 4a	Feb 18	test two
Confidentiality and exceptions	1d, 5d, 4d, 3c, 2d	Feb 25	test two
Confidentiality vs. privileges	1d, 5d, 4d, 3c, 2d	Feb 25	test two
Federal employment law	5b, 2e, 5d	Mar 3	test two
Terms and rules of litigation	1d, 5d	Mar 3	test two
History and status of abortion laws	4f, 5d	Mar 10	test two
Medical malpractice trends	4w, 1d	Mar 31	test three
What malpractice is and isn't	1d,2d, 3c, 4d, 5d	Mar 31	test three
How malpractice insurance works	1d,2d,2e,4e,5d	Mar 31	test three
Federal fraud and abuse statutes	3c, 5d, 4f	April 7	test three
How the data bank works	3c 4d,4d 4e, 5d	April 14	test three
Trends in doctor discipline	3c,4d,4d, 4e, 5d	April 14	test three
Tools and decisions at end of life	3c, 5d	April 21	test three

WKU HCA competency chart, the five domains.

Domain 1: Communication and Relationship Management

- a. Relationship Management
- b. Communication Skills
- c. Facilitation and Negotiation
- d. Conflict Resolution

Domain 2: Leadership Domain

- a. Leadership Skills and Behavior
- b. Organizational Culture
- c. Communicating Vision and Knowledge and Managing Change
- d. Effective Decision Making
- e. Strategic Management and Planning

Domain 3: Professionalism

- a. Professional Development
- b. Community and Professional Engagement
- c. Integrity and Ethical Behavior

4: Knowledge of the Healthcare Environment

- a. Healthcare Systems and Organization
- b. Stakeholders
- c. Population Health
- d. Consumer's Perspective
- e. Data Analysis & Innovation
- f. Health Policy

Domain 5: Business Skills and a. Financial Management

b. Human Resource

Administration

c. Marketing

d. Risk Management and

Quality Improvement

cdh 1/5/2024

