MASTER IN HEALTH ADMINISTRATION

PROGRAM GUIDE
2023-2024

FAY W. BOOZMAN COLLEGE OF PUBLIC HEALTH

DEPARTMENT OF HEALTH POLICY AND MANAGEMENT

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

Stephen M Bowman, PhD, MHA
Associate Professor, Department of Health Policy and Management and
Director, Graduate Program in Health Administration

mhaprogram@uams.edu
501.526.6631
4301 West Markham Mail Slot 820 Little Rock, AR 72205

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A Letter to Prospective and Current MHA Students:

The Master of Health Administration Program at UAMS is the only CAHME-accredited program in Arkansas, and we are very proud of the more than forty-year history of educating future healthcare leaders.

Our program will prepare you for a career in health administration by developing your skills and abilities across 18 essential competencies. Our graduates are employed by hospitals, medical clinics, managed care firms, health insurance firms and many other health-related fields. Salaries are in line with other well paid managerial occupations.

In keeping with our vision of being the program of choice for Arkansas and the region, I am excited to announce our move to fully online. Offering an online program provides more flexibility for students who are working and who also don't live in central Arkansas. Ultimately, we want an Arkansas workforce that is appropriately supported by our MHA program.

This guide should answer many of your questions about our program. If you have additional questions, please do not hesitate to contact me at any time. Thank you.

Sincerely,

Stephen M. Bowman, PhD, MHA
Associate Professor and MHA Program Director
501-526-6693
smbowman@uams.edu

Mission

With the goal of improving the health of people in Arkansas and beyond, the Master of Health Administration program in the Fay W. Boozman College of Public Health prepares recent graduates and early careerists to be ethical managers and leaders in a broad range of healthcare organizations by integrating traditional and emerging instructional methods with practice-based learning experiences in a generalist-oriented, competency-based academic program.

Vision

The program's vision is to be the program of choice for healthcare management education and leadership in Arkansas and adjacent states.

Values

1. Our MHA students, staff, faculty, alumni and community are treated with respect and dignity.
2. We value and include students from all backgrounds, including underrepresented communities.
3. We believe that personal and population health are influenced by individual, social, environmental, political, and economic factors.
4. We value social responsibility as an ethical obligation of individuals and organizations to support the welfare, interest and needs of the community in which they operate. We encourage students to volunteer as health advocates in their communities.
5. We strive for academic excellence and are committed to scientific rigor and evidence-based healthcare management practice.
6. We promote and expect the highest standards of ethics, honesty and integrity in all aspects of our program.
7. We value partnerships and collaboration with community, organizational and governmental partners and believe these to be critical to improving health and healthcare delivery.
8. We believe in lifelong learning and seek opportunities for professional growth through our research and community and professional service.

Frequently Asked Questions

Q: **What is the delivery method of the classes?**

A: The program will be conducted 100% online, although most classes will have a synchronous, or live, component that will meet via video conferencing one night a week. Full-time students will attend live sessions 3-4 nights a week from their computer.

Q: **Do I need to take a graduate test to be considered for admission?**

A: GRE or GMAT scores are not required.

Q: **How do I learn about the Program?**

A: On the Internet, go to https://publichealth.uams.edu/academics/masters/mha/. If you want more information or to connect with a faculty member, email us at mhaprogram@uams.edu

Q: **When should I apply?**

A: For fall semester, applications should preferably be submitted by June 15th, although we continue to review applications through July 15th of each year. For spring semester, applications should be preferably submitted by November 15th, with a final deadline of December 15th. Students may also be considered for summer semester starts, with applications due by April 1st of the year. Applications should be submitted via SOPHAS (www.sophas.org), an online application service for CEPH-accredited schools of public health or HAMPCAS (www.hampcas.org), an online application service for CAHME-accredited MHA programs. Applicants should apply at SOPHAS if applying to several MHA programs that are part of a School/College of Public Health at those universities. Applicants may apply to either SOPHAS or HAMPCAS, but only apply to one application service.

Applications are reviewed as soon as all the required information is received and is in a completed admission file from SOPHAS/HAMPCAS at the Office of Student Services at the UAMS Fay W. Boozman College of Public Health. The earlier you apply, the earlier you will get a response. We start the admissions process for the next fall semester as early as October of the preceding year. The above outlines the typical dates for the admissions process; however, you may contact us if you are not in the above date ranges.

Q: **What happens during the interview?**

A: The faculty asks a series of questions related to the statement of career goals and objectives, previous work and academic performance. The interview also includes time for the applicant to ask any questions he/she may want answered. The interview generally lasts for 30 minutes and is conducted by video conferencing (e.g., Zoom.)

Q: **What should be included in the statement of objectives?**

A: The 1 – 2 page statement should describe for the faculty why you are seeking a degree in health administration, your career goals and objectives, and information about any previous work experience, and in particular, any in leadership or management.

MASTER OF HEALTH ADMINISTRATION (MHA)
Application and Eligibility Requirements

The curriculum of the Master of Health Administration (MHA) program typically begins in the fall semester; however, spring and summer admission can be considered.

Application Requirements

- Completed application form available at SOPHAS (www.sophas.org), an online application service for CEPH-accredited schools of public health.
- Official transcripts of all academic work sent directly from every institution attended to SOPHAS regardless of degree awarded or transfer credits shown on subsequent transcripts. Applicants must input every course on each transcript into their SOPHAS application online.
  - All transcripts from foreign countries must be translated and evaluated by World Education Service (http://www.wes.org/sophas/); through this link applicants will receive a discounted rate. An official copy of the evaluation must be submitted to SOPHAS.
  - Applicants must possess the minimum of a U.S. baccalaureate degree equivalent to be considered for admission. Applicants who anticipate completion of their undergraduate degree soon after the admissions deadline may apply for conditional admission. If granted conditional admission, a final transcript from the student's baccalaureate institution must be received by the Office of Student Affairs prior to the date of registration of the admitted semester.
  - If you are an international applicant, please also see Requirements for International Students for more information (http://publichealth.uams.edu/students/prospective-students/how-tohttp://publichealth.uams.edu/students/prospective-students/how-to-apply/apply/). Please note the MHA Program admits international applicants for the Fall semester only with a completed application packet deadline of March 31st.
- In addition to the SOPHAS application fee, a non-refundable application processing fee must be paid to the COPH. Go to https://oaa.uams.edu to access the supplementation application and to pay your supplemental application fee. Select option #2 and then the "click here" underlined text. You will need your SOPHAS number and a credit card.
  - Check the current fee amount due at
  - https://studentfinancialservices.uams.edu/tuition-and-fees-2/college-of-public-health-tuition-fees/
  - Students who are currently enrolled and taking classes full-time in another UAMS college are not required to submit the application fee but must submit all other required materials.
- For the MHA Program, the cumulative grade point average must be at least 2.75 (4.0 scale) overall or 3.0 (4.0 scale) in the last 60 hours to be considered for admission.
- Personal statement or letter of interest (1-2 pages) detailing reasons for seeking this degree including previous work experience, career goals, and objectives

- Two recommendations from people who can attest to the applicant's ability to do graduate level work, i.e. academic and professional references
- A current résumé.
- The **TOEFL** (Test of English as a Foreign Language) must be taken by applicants that do not have an undergraduate degree from an accredited US institution. The minimum scores for specific programs are listed below. **Applicants who do not meet the minimum scores will not be considered for admission.** Either test must have been taken within the two (2) years immediately preceding the application deadline of the requested semester for admission.

TOEFL

Program	Paper based exam	Internet based exam	COPH CODE
MHA	580	90	R6901

For the TOEFL, an official test score must be sent directly from the testing agency (www.ets.org) to SOPHAS.

International students: As we are fully online, international students requiring a US student visa are not eligible for admission.

Application Deadlines
- For fall semester, applications should be preferably submitted by June 15th, with a final deadline of July 15th.
- For spring semester, applications should be preferably submitted by November 15th, with a final deadline of December 15th.
- For summer semester, applications should be preferably submitted by March 15th, with a final deadline of April 15th.

Applicants are encouraged to provide all materials as soon as possible to be reviewed for the semester of intended enrollment.

It is the applicant's responsibility to make sure the application is complete and received by SOPHAS as required by the deadline.

All applicants will be reviewed. Qualified applicants will proceed to the required interview with program faculty. The virtual interview is scheduled after all application materials are received and verified by SOPHAS/HAMCAS, and admissions criteria are satisfied.

Applicants who are accepted into the program may defer admission for a maximum of one calendar year.

Program Requirements

The Master of Health Administration requires 51 credit hours, all of which are taken as required courses. There are no electives. The curriculum is structured in developmental sequences, with each semester's work building on the previous courses.

The program is designed to be completed in two academic years by full-time students (12 credit hours/4 courses per semester) or three/four years by part-time students (9 or 6 credit hours per semester). A summer experiential course provides hands-on-experience in a healthcare institution through either a health administrative residency or a management project. Full-time students usually participate in a paid, 10-week summer residency, while part-time students complete a management project while continuing to work in their professional positions.

Health Administrative Residency/Management Project

The Management Project and Summer Residency experiences are designed to provide an opportunity for the student to apply content learned during the first half of their tenure in the program to problems in a healthcare organization. As transitional activities between the introductory courses taken in the first half of the program and the advanced courses taken later, they serve two purposes. First, they allow the student to apply content from these introductory courses to actual management problems in a healthcare organization. Second, they help students understand the importance of the curriculum content to be presented during the second half of the program. The summer experience provides a context that helps integrate the curriculum content.

These courses are an integral part of the program's educational process. They provide practical experience with the theories, concepts, and administrative skills learned during the first year. The summer residency is typically 10 weeks of paid, full-time work in a healthcare institution or agency that is usually compatible with the student's career goals. Students are under the supervision of qualified healthcare administrators, and selected projects and written reports are required to be submitted at the end of the residency as documentation of the experience.

The Management Project requires work on a significant management problem defined by a healthcare organization administrator. It involves an actual situation and may include staffing, planning, problem solving, or other administrative work. This course is usually completed by part-time students during the second half of their program of study.

Typical Course of Study by Academic Period

The typical full-time course sequence will be completed in four semesters with a summer residency between the first and second year.

The recommended course sequences for part-time students are designed to maintain the developmental structure of the curriculum. For example, the basic financial management course is taken before the student enrolls in the advanced health systems financial management course. The statistics course is taken early in the program to provide valuable skills needed in other courses. Students can elect to increase or decrease the number of hours for which they enroll in each semester. The Program does not recommend enrolling for less than 6 credit hours during any semester.

The structure of course sequences for full-time and part-time students is defined on the following pages. The full-time program takes 2 years and the 6-hour sequence 4 years.

Academic Advising

Each student is assigned an academic advisor. The role of the advisor is to advise and guide the student in registration, the process to graduation, career development, etc. The student may change advisors at any time. The student should expect to have a minimum of one formal meeting with their advisor each semester as well as informal check-ins. Academic advising is essential and helps ensure long term success of the student.

Behavioral Expectations

Engagement

Successful online classes depend on students coming prepared to share, interact, and learn with their peers. Many courses use a flipped classroom model to provide a higher level of learning, engagement, and interaction during the live sessions. You will be expected to connect to the virtual classroom with active camera access.

Communication

The official means of communication for the program is your UAMS email. Students are expected to check this email on a regular basis as many communications regarding courses, advising, financial aid, and professional opportunities. Additionally, it is appropriate to reply to emails from faculty in a timely manner.

The program will also maintain an Organization profile in Blackboard to communicate regularly with students. The calendar will contain information about important upcoming activities and resources.

Online Etiquette (Netiquette)

Netiquette is a set of rules, expectations and practices for all students on how to conduct themselves in an on-line academic environment. These should be used in all areas of communication in your class including, but not limited to, email, discussion forums, chatting, blogging and messages.

1. RESPECT: Show respect for the instructor and other students in class. Always remember you are communicating with actual people. Be courteous and respect other opinions even if they differ

from yours. Be sensitive to the fact there will be differences in culture, linguistics, religious and political beliefs. Live by the golden rule: treat others like you would want to be treated.

2. LANGUAGE: Use appropriate language. Profanity is not allowed in on-line discussions or email correspondence. Avoid using ALL CAPS - this is the equivalent of shouting. Write clearly and use proper sentence structure, grammar, spelling and punctuation. Even though an on-line environment may seem more informal than a face-to-face class this is still a professional environment.

3. THINK BEFORE YOU POST: Use humor and sarcasm carefully. Avoid "flaming" (a critical verbal attack) which can hinder open discussion. Read your response for tone and clarity before sending to avoid unintended confrontation. Your words and content represent you.

4. BE AWARE: The Internet in general is not a secure form of communication. Don't over share and respect other people's privacy. Please be aware that emails can be forwarded without your permission and everything you post is recorded in most asynchronous sessions.

General rules for live class:

1. Camera must be on.
2. Ensure your name is visible and appropriate.
3. Dress as if you were coming to class.
4. Have an appropriate background.
5. Mute when not speaking.
6. Avoid multi-tasking/ Be present.
7. Familiarize yourself with the functions.
8. Remember you are on camera- keep distracting behaviors off screen.
9. Ensure you are in a location with adequate internet accessibility.

> Pro tips for Professionalism:
> - Neutral Background
> - Proper Lighting
> - Watch your non-verbal communication/ body language
> - Don't eat food while on camera

Special events and guest speakers:

A minimum of business casual should be worn even if the event is held virtually. Here is guide that contains good information about business casual dress.

Professional Development

Mentoring

The purpose of the UAMS Master of Health Administration Mentorship Program is to provide professional, informational, and beneficial relationships between UAMS Master of Health Administration students and local healthcare executives. Mentors are typically alumni or members of Arkansas Health Executives Forum. These can become incredibly valuable relationships as students enter residencies and assistantships and begin job searches upon graduating.

You are paired with a mentor that shares similar interests to help you learn more about their career path and specific experiences in the healthcare industry. The Master of Health Administration faculty representative will then begin the initial conversation via email between the mentor and mentee.

The responsibilities of a mentee include:
- Initiating meets with their paired mentor (face-to-face or via phone)

- Being accessible and flexible in scheduling face-to-face meetings with their paired mentor
- Being professional and prompt
- Being open to advice

If you are interested in participating in the Master of Health Administration Mentorship Program, Download Mentee Application and email completed application to MHAProgram@uams.edu.

Networking Socials

Social networking events occur throughout the year to offer students the opportunity to interact with administrators and alumni from our program around the city. The social events officer will coordinate with faculty to plan these events at a venue. Please keep on the lookout for these as they provide great opportunities to connect with local administrators who might take you on as a resident or graduate assistant.

Professional Associations

Student Memberships to professional associations are an integral part of being in the MHA program at UAMS. These memberships not only give you current industry news but also give you networking opportunities that span both state and nationwide. Holding membership in each of these associations gives you access to local Arkansas chapter meetings and continuing education sessions that lead to valuable networking with local healthcare executives. Memberships can often be gained either free or reduced student rates from each of the three prominent memberships that MHA students usually partake in.

- MGMA (Medical Group Management Association) Medical Group Management Association With a focus on private group practices. Cost: Student membership is $35 annually.
- ACHE (American College of Healthcare Executives) Cost: Student Membership is $75 which includes the local Arkansas Chapter (Arkansas Health Executives Forum (AHEF)). The local chapter offers $50 reimbursement.
- HFMA (Healthcare Financial Management Association)

Fay W. Boozman College of Public Health
Master of Health Administration
Program Director: Stephen Bowman
SMBowman@uams.edu

Advisee's Name	Student ID Number	Faculty Advisor

PLAGIARISM TRAINING	Completion Date
Certification Test	
WRITING MILESTONE	
Skills Certification	
IPE CURRICULUM	
Exposure Workshop	
Bridge Transition	
Quadruple Aim Project	
Simulation Activity	
Competency Workshop	
Required Practice Activity	
Student Educator Activity	

Plagiarism Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all students must complete the on-line course "*How to Recognize Plagiarism: Tutorials*" at https://plagiarism.iu.edu/tutorials/ and complete the Certification Test at https://plagiarism.iu.edu/certificationTests/index.html. Upon successful completion of the test, students must provide a copy of the Validation Certificate to the COPH Office of Student Affairs at cophoffice@uams.edu. The requirement must be completed by the first day of classes.

Writing Milestone Requirement: All students who enter the College of Public Health will be required to complete a Writing and Reasoning Skills Assessment at the beginning of their first semester. The Assessment will identify strengths and weaknesses and highlight opportunities for improvement. Students who do not meet a predetermined score will be required to complete an online Public Health Writing Workshop course. This course will address the fundamentals of good writing, writing with scholarly sources, revision strategies, and other topics in the interest of improving student writing skills. This is a non-credit curriculum requirement.

IPE Curriculum Requirement: All COPH degree-seeking students are required to complete the UAMS Quadruple Aim Interprofessional Education (IPE) Program prior to graduation. According to the World Health Organization (WHO), *"Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care."* The IPE Program is noncredit hour earning and consists of several workshops and other activities. All aspects of the IPE Program must be completed prior to degree program completion as a condition of graduation. For more information on **IPE**, please consult the Office of Student Affairs, the Associate Dean for Student and Alumni Affairs or visit our website: https://secure.uams.edu/cophstudent/student-handbook.aspx#ipe.

QUADRUPLE AIM IPE CURRICULUM FRAMEWORK— COPH—MHA Program

1 IPE IPEC 1101 (001) — Exposure Workshop
Format/Event: Virtual Zoom Exposure Workshop in August.
Timeline: 1st semester.
Course Association: NA
Notes: Enroll 1st semester and complete by the end of 12th credit hour. For January starts, enroll in following August Schedule Your IPE Program Contact will determine what date you attend. *You may be eligible to complete this as an online module if you are currently working in a clinical healthcare setting. Please contact ipe@uams.edu for more information as this is a different course enrollment.

2 IPE IPEC 1201 (001) - Exposure Bridge Transition
Format/Event: Any Zoom Exposure Bridge event posted on the IPE website or IP Shadowing experience. **(Click here for events/dates available and to register)**
Timeline: 1st semester
Course Association: NA
Notes: Enroll 1st semester. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity. Complete by the end of 12th credit hour. *You may be eligible to complete this as an online module if you are currently working in a clinical healthcare setting. Please contact ipe@uams.edu

3 IPE IPEC 1301 (001) - Immersion Quadruple Aim Project (QAP) Workshop
Format/Event: This activity can be tied to: HPMT 5344 Quality Management and Performance Improvement OR any Zoom QAP Workshop event posted on the IPE website. **(Click here for events/dates available and to register)**
Timeline: Year 2, Fall (FT) / Year 4, Fall (PT)
Course Association: HPMT 5344—Quality Management and Performance Improvement
Notes: Enroll Fall of Year 2. If completing during HPMT 5344, a worksheet must be uploaded and evaluation completed in the IPE 1301 Blackboard course. Instructions will be provided in HPMT 5344 syllabus and in 1301 BB.

4 IPE IPEC 1401 (001) - Immersion Simulation
Format/Event: Any virtual Zoom Simulation event posted on the IPE website. **(Click here for session information and to register)**
Timeline: 12th—36th credit hour
Course Association: NA
Notes: Enroll the semester of your 12th credit hour.

5 IPE IPEC 1501 (001) - Competence Workshop
Format/Event: Any Zoom Competence Workshop event posted on the IPE website or OIPE-approved alternate assignment. . **(Click here for events/dates available and to register)**
Timeline: 12th—36th credit hour
Course Association: NA
Notes: Enroll the semester of your 12th credit hour. *You may be eligible to complete this as an online module if you are currently working in a clinical healthcare setting. Please contact ipe@uams.edu for more information as this is a different course enrollment.

6 IPE IPEC 1601 (001) —Competence Practice Activity
Format/Event: Competence Practice Activity— coordinated with HPMT 5285 Health Administration Residency (FT) or HPMT 5286 Management Project (PT)
Timeline: 2nd year
Course Association: HPMT 5285 (FT students) / HPMT 5286 (PT students)
Notes: Enroll in IPEC 1601 after your 24th credit hour. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity. This activity should be completed within your 2nd year of the program.

7 IPE IPEC 1701 (001)—Competence Student Educator Activity
Format/Event: Student Educator Activity—HPMT 5340 Management Capstone. Any course assignment where you are presenting yor work that also contains or addresses information pertinent to an interprofessional aspect/audience (ex: Poster/Capstone/Course Presentation)
Timeline: 2nd year
Course Association: HPMT 5340 Management Capstone
Notes: Enroll after your 24th credit hour. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity. This activity should be completed within your 2nd year of the program.

Note: For onsite versus online/distance options as approved events please verify with your program coordinator first. Then ensure you are registered in the correct GUS course for the delivery method (onsite v. online/distance). If you need to switch courses, you must process a course swap in GUS.

🌸 Office of Interprofessional Education

Full-Time					
YEAR 1 (FALL) – 12 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HPMT 5215	Statistics for Healthcare Managers	3			
HPMT 5103	The Health Care System	3			
HPMT 5114	Management of Healthcare Organizations	3			
HPMT 5134	Introduction to Health Systems Financial Management	3			
YEAR 1 (SPRING) – 12 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
COPH 5003	Introduction to Public Health	3			
HPMT 5333	Applications in Health Systems Finance	3			
HPMT 5116	Communications and Negotiations for Healthcare Leaders	3			
EPID 5330	Managerial Epidemiology	3			
YEAR 1 (SUMMER) – 3 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HPMT 5285	Health Administration Residency	3			
YEAR 2 (FALL) – 12 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HPMT 5344	Quality Management and Performance Improvement	3			
HPMT 5223	Seminar in Human Resource Management	3			
HPMT 5212	Health Information Systems for Administrators	3			
HPMT 5588	Strategic Healthcare Management	3			
YEAR 2 (SPRING) – 12 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HPMT 5201	Health Law	3			
HPMT 5340	Management Capstone	3			
HPMT 5104	Introduction to Health Economics	3			
HPMT 5132	Introduction to Health Policy and Politics	3			

MINIMUM TOTAL HOURS = 51

Half-Time					
YEAR 1 (FALL) – 6 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HPMT 5215	Statistics for Healthcare Managers	3			
HPMT 5103	The Health Care System	3			
YEAR 1 (SPRING) – 6 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HPMT 5116	Communications and Negotiations for Healthcare Leaders	3			
COPH 5003	Introduction to Public Health	3			
YEAR 2 (FALL) – 6 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HPMT 5114	Management of Healthcare Organizations	3			
HPMT 5134	Introduction to Health Systems Financial Management	3			
YEAR 2 (SPRING) – 6 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HPMT 5333	Applications in Health Systems Finance	3			
EPID 5330	Managerial Epidemiology	3			
YEAR 2 (SUMMER) – 3 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HPMT 5286	Management Project	3			
YEAR 3 (FALL) – 6 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HPMT 5223	Seminar in Human Resource Management	3			
HPMT 5212	Health Information Systems for Administrators	3			
YEAR 3 (SPRING) – 6 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HPMT 5201	Health Law	3			
HPMT 5132	Introduction to Health Policy and Politics	3			
YEAR 4 (FALL) – 6 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HPMT 5344	Quality Management and Performance Improvement	3			
HPMT 5588	Strategic Healthcare Management	3			
YEAR 4 (SPRING) – 6 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HPMT 5104	Introduction to Health Economics	3			
HPMT 5340	Management Capstone	3			

MINIMUM TOTAL HOURS = 51

MHA Required Course Descriptions

HPMT 5215   **Statistics for Healthcare Managers** This course focuses on developing student skills in statistics and basic analytical functions using Microsoft Excel. Specific skills will include, preparing databases for analysis, conducting descriptive statistics, and hypothesis testing using bivariate and multivariable analyses. Class activities include recorded lectures/videos and programming work using Excel.

COPH 5003   **Introduction to Public Health** An introduction to basic and contemporary issues of public health. It includes tools of community-based health assessment, surveillance, health promotion, disease prevention, and policy and ethics will be presented. This course provides an overview in the diverse areas of public health practice.

EPID 5330   **Managerial Epidemiology** This course teaches managers of personal and public health systems how to use epidemiological measures and methods to assess population health, identify and prioritize health and health care needs, plan for personal and public health services aimed at improving population health, and critically evaluate the accessibility and quality of private and public health services.

HPMT 5103   **The Healthcare System** Analysis of system-wide issues related to delivery of healthcare in the United States, including organizational arrangements, financing, health status issues, health insurance, health manpower, and cost of healthcare, quality of healthcare, access and regulatory issues.

HPMT 5104   **Introduction to Health Economics** The course provides an overview of economic theory with healthcare applications. Economics is the study of optimal allocation of scarce resources. Health economics considers the allocation of healthcare resources to evaluate whether more efficient or equitable distributions can be achieved. Economics concepts and principles will be introduced, followed by the application of these principles to healthcare, health management, and health policy. Prerequisites: BIOS 5013: Biostatistics; HPMT 5103: The Healthcare System; Or permission of instructor.

HPMT 5114   **Management of Healthcare Organizations** The purpose of this course is to expose graduate students to the fundamental management issues and techniques that can be used to administer a healthcare organization. Students will gain experience applying these issues and techniques to a healthcare organization. The students are also expected to identify and apply relevant methods for evaluating health policies and programs and for assessing the performance of organizations and professors in the areas of quality, safety, accessibility, efficiency and equity.

HPMT 5116   **Communications and Negotiations for Health Leaders** The purpose of this course is to develop foundation and skills in communications, negotiations, and relationship management. Health care administrators need these skills to manage people and to lead organizations. This course addresses essential skills that are sometimes referred to as 'soft skills' in the industry.

HPMT 5132   **Introduction to Health Policy and Politics** Examines the nature of public policy making processes within the various core functions of public health, and the influence of the political, bureaucratic, and social environment in which policy decisions are made. The consequences of health policy decisions and the key dimensions of current public health policies will also be examined. In addition to conceptual discussions of each of the above, the course includes evaluation of case studies of public health policy decisions and

discussions with policy makers from multiple levels of government and multiple backgrounds. Prerequisites: HPMT 5103: The Healthcare System.

HPMT 5134   **Introduction to Health Systems Financial Management** Basic accounting/financial principles and practices as applied to healthcare institutions and agency administration; emphasis on budgeting, financial analysis, cost management, third-party reimbursement systems; working capital management; capital investment decisions, and management of financial risk.

HPMT 5201   **Health Law** Basic principles and practices of law affecting the administration of healthcare institutions and medical practices, with emphasis on the legal aspects of patient care and treatment, torts and contractual obligations, rights and obligations of governing boards, medical staff and employees, and labor law.

HPMT 5212   **Health Information Systems for Administrators** is designed to expose students to the purpose and value of health information systems. Various components of such systems, how such systems are designed and how information provided by such systems can assist day-to-day operations as well as strategic planning. Prerequisites: BIOS 5013: Biostatistics I;
HPMT 5103: The Healthcare System.

HPMT 5223   **Seminar in Human Resource Management** Variety of situations and techniques involved in the management of human resources in healthcare institutions, including ethics, recruitment, training and development, grievance procedures, wage and salary administration, affirmative action, labor unions, and professional credentials.

HPMT 5285   **Health Administration Residency** A three-month administrative residency in a healthcare institution or agency; work experience under a qualified healthcare administrator with selected field projects and written reports. The residency is designed to provide "real world" experience in a healthcare organization, and so that students may apply program competencies learned in their first year of study. Full-time students perform their residency during the summer between their first and second years of study. Prerequisite: twenty-four (24) hours or permission of instructor.

HPMT 5286   **Management Project** Administrative problem defined by a healthcare institution or agency. This experience is designed so that part-time students may be exposed to "real world" experience in a healthcare organization. The student's Preceptor and faculty supervisor develop a project which will be mutually beneficial to the student and the sponsoring organization. Part-time students complete this project during a summer session. PREREQUISITE: The completion of twenty-one (21) hours in the MHA program.

HPMT 5333   **Applications in Health Systems Financial Management** This course is designed to present in-depth discussions on topics related to financial management in a healthcare setting. It focuses on the application of financial management principles and concepts to healthcare organizations. A broad range of issues will be discussed and evaluated with assignments to familiarize students with both theoretical concepts and practical application of financial management principles in the current operating environment. Computerized software packages will be utilized to emphasize the application of financial techniques to problems in the healthcare management and/or health delivery. Students should have a basic understanding of healthcare system, healthcare management, health statistics and information systems, financial accounting and Excel. Prerequisites: BIOS 5013: Biostatistics I; HPMT 5103: The Healthcare System; HPMT: 5114 Management of Healthcare Organizations; HPMT 5134 Introduction to Health Systems Financial Management.

HPMT 5340   **Management Capstone** Reviews policy and decisions making processes in healthcare institutions and agencies, uses case studies of healthcare institutions and agencies. This course is designed to provide a culminating experience and is specifically designed to provide students with experience applying many of the competencies learned earlier in the program. Culminating experience typically completed in last semester of the student's course of study or by permission of instructor.

HPMT 5344   **Quality Management and Performance Improvement** This course is designed to provide an introduction to performance improvement. In the first half, the course focuses on the Lean Six Sigma philosophy and terminology and provides the necessary tools to address complex problems. In the second half, the course covers a variety of special topics related to performance improvement, such as patient safety, teamwork, and change management. The material covered aims to provide students with conceptual, practical and analytical tools required to effectively develop and execute performance improvement initiatives in healthcare organizations. This course uses a combination of lectures, in-class case studies, projects, assignments, and exams. *HPMT 5344 requires a pre-requisite of HPMT 5215 or BIOS 5013 and enrollment as an MHA student.*

HPMT 5583   **Strategic Healthcare Management** In the 21st century the environment healthcare organizations are facing an environment which is changing at a more rapid rate than at any time in our history. The purpose of this course is to explore this change in detail and to provide future administrators with the tool necessary to manage and lead in a turbulent environment. The primary themes of the course are (1) The importance of culture in the leadership equation and techniques to move the culture of an organization in a desired direction, (2) The rise of transformational management and servant leadership as the driving forces of contemporary managerial theory and practices, (3) The increasing role of management in clinical affairs, (4) Exploration of the concept of strategic management, the development of relevant business models and strategic alliances, and the relationship of key stakeholders to mission attainment, and (5) the tools a modern administrator must possess to perform continuing surveillance of the strategic environment and to development of appropriate business plans.

MHA Competency Model

Leadership, Professionalism, and Ethics
- (1.1) Demonstrate understanding of ethics and sound professional practice.
- (1.2) Assess individual strengths and weaknesses and engage in self-reflection to improve emotional intelligence.
- (1.3) Articulate how leaders develop a compelling vision that fosters and sustains shared commitment to organizational goals.
- (1.4) Lead team activities that demonstrate collaborative group effort and effective group processes, including the ability to hold team members accountable individually and collectively.

Communication and Relationships
- (2.1) Write, speak and present in a clear, logical, and grammatically correct manner.
- (2.2) Establish, build, and sustain professional contacts for the purpose of building networks of people with similar goals and interests.
- (2.3) Work effectively with others and respect their differences in culture, race, gender, age, and experience.

Management and Strategy
- (3.1) Identify the internal and external factors (e.g., business, demographic, cultural, political, and regulatory) that influence decisions and develop strategies that consider these factors to improve decision making for an organization.
- (3.2) Demonstrate understanding of best practices in human resource management to enhance individual and organizational performance, sustain workforce development, and motivate staff to achieve organizational objectives.
- (3.3) Evaluate the formal and informal decision-making structures and power relationships in organizations, including the ability to identify key decision-makers and the individuals who can influence them.
- (3.4) Understand the purpose and functions of healthcare administrative and clinical information systems and how decisions are made for adoption and implementation.

Measurement and Analysis
- (4.1) Understand basic healthcare financial management, including budgeting, reporting, forecasting, revenue cycle and current accounts management.
- (4.2) Apply healthcare financial management tools to assess and improve an organization's financial condition, operational performance, and capital planning for long-term financial viability.
- (4.3) Evaluate clinical and organizational performance using statistical and operations management techniques and procedures.
- (4.4) Apply health economic principles to the analysis of pricing, service demand, and risk.
- (4.5) Demonstrate analytical thinking and a logical approach to problem solving.

Knowledge of the Healthcare Environment
- (5.1) Assess the effect of laws, regulations and related health policy on providers, organizations, payers, and populations.
- (5.2) Understand the principles of population health and how community health is assessed, evaluated and improved.

Graduation Requirements

For graduation each student must complete the 51 hours of graduate course work as outlined in the Program curriculum with a cumulative grade point average of 3.0 or higher. Students must also complete the IPE Curriculum Requirement, Plagiarism Training Requirement, and Writing Milestone Requirement as specified in the approved MHA program degree track planner. All requirements for the degree must be completed within six consecutive years after the date of admission. Completed graduation application and fee must be turned in no later than the last day of registration for the semester of anticipated graduation.

Tuition, Fees, and Other Costs
Academic Year 2023-2024
Fall 2023, Spring 2024, Summer 2024

College of Public Health

Per credit hour	$455
Non-resident (per credit hour)	$979

Institutional Fees

Graduation Fee	$65
Technology Fee (per semester – Fall & Spring): charged to all students	$59.00
University Service Fee (per semester – Fall & Spring): charged to all students	240.00
Student Activity Fee (per semester – Fall & Spring)	$25
Student Health Fee (per semester – Fall & Spring): charged to all students	$145
Late Payment Fee (per semester – Fall, Spring, Summer)	$50
Diploma Replacement Fee (per request)	$25
Student Transportation Fee (per semester – Fall & Spring): charged to all students	$78
Student Transportation Fee (Summer semester): charged to all students	$39

Financial Aid

Information on financial aid can be obtained in the UAMS Student Financial Office, 4301 West Markham, # 601, Little Rock, AR 72205 or by calling (501) 686-5451. Students may also visit the UAMS financial aid website at https://studentfinancialservices.uams.edu/. In order to receive financial aid, students must be fully admitted to a degree program in the Fay W. Boozman College of Public Health.

Waiver of Out of State Tuition: **Non-Arkansas Residents with a minimum GPA of 3.00 may apply to the college for a waiver of the out-of-state portion of their tuition (fees are unchanged).**

Healthcare Management Assistantship

Placement with a healthcare institution as a Healthcare Management Assistantship provides tuition reimbursement and a monthly stipend. Full-time students in these placements work 20 hours per week, usually in an area that enhances their educational goals. Competition for Management Assistantships is quite high, and there are many more students pursing assistantships then there are assistantships available.

Some of the sites that have participated include:
Arkansas Blue Cross/Blue Shield
Arkansas Cardiology, PA
Arkansas Children's Hospital
Arkansas Department of Health
Arkansas Heart Hospital
Baptist Health System
CARTI
Center for Rural Hospitals-UAMS
Central Arkansas Veterans Administration Hospital
Conway Regional Medical Center
Genesis Cancer Center
Hot Springs County Hospital
Heart Clinic of Arkansas
Little Rock Pediatric Clinic
NovaSys Health Network
Qual Choice of Arkansas, Inc. (HMO)
Medical College Physicians Group
Practice Plus Inc. (MSO)
St. Vincent Infirmary Medical Center
University Affiliates Program
University Hospital – UAMS

Fellowships

The Program attempts to assist interested students with the arrangement of administrative fellowships *following* graduation. The Program is a member of the National Council on Administrative Fellowships and encourages students to actively review opportunities and announcements. In addition, local healthcare organizations sometimes offer administrative fellowships to our students. Although this is not a formal part of the curriculum, we consider it a valuable integrating experience. We encourage students with limited administrative experience to consider a fellowship. Students with a healthcare background who want to change career paths are also encouraged to pursue a fellowship. The fellowship normally requires the student to work on a series of management projects requiring the application of content covered in the MHA curriculum. The fellowship could be in located in Arkansas, other states, or in another country. Students should understand that the fellowship placement process is quite competitive, and there are many more students pursuing fellowships than there are fellowships available. Administrative fellowships are typically one or two years in duration.

MHA Student Association

The MHA student association provides an opportunity for student leadership and representation. The association elects officers each year and coordinates a series of student meetings, educational and social events and a community service project.

The association also includes student representatives from the American College of Medical Practice Executive/Medical Group Management Association (MGMA) and the American College of Healthcare Executives (ACHE). The student representatives are responsible for coordinating educational events for the students. Students are encouraged to join these student associations for a nominal fee. These two associations provide students with educational and networking opportunities.

Graduate Program Alumni and Alumni Association

The UALR/UAMS program has 470 alumni (as of May 2022.) Our alumni are spread over the entire country in a large variety of healthcare leadership positions. These Program alumni are managers and leaders in hospitals, healthcare support industries, physician practice management, long term care providers, State/Federal agencies, military and insurance. They are Presidents, Vice Presidents, CEOs, Administrators, Department Managers, and Management Staff from marketing to human resources to finance.

The Program maintains active relationships with its Alumni. The Alumni Association elects officers each year, and the officers support the Program in an advisory capacity. Some also serve on the MHA Advisory Board. The Association also selects the Outstanding Alumni Award and periodically, when applicable, the Crystal Wilson Research Award.

MHA Advisory Board

The MHA Advisory Board meets six times per year to advise the Program on its competency model, courses and curriculum, admissions and recruitment, student placement in summer residencies and management projects, and post-graduation career planning and placement. The current members include:

- Lindsey Dumas, MBA, Vice President of Education, Arkansas Hospital Association
- Ben Jackson, MHA, Business Analyst, Baptist Health
- Daniel McFarland, MHA, Senior Administrator, Neuroscience Service Line, Brigham and Women's Hospital
- Chris Meyer, MHA, Director of Strategy and Operations, Arkansas Children's Hospital
- Rizhan Mohsin, MHA, Section Administrator, UChicago Medicine
- Amberlie Pearce, MHA, Director of Practice Operations, Baptist Health
- Jacob Robinson, MHA, Chief Administrative Officer, Arkansas Heart Hospital
- Jake Stover, MHSA, Associate Vice President for Finance, University of Kentucky HealthCare
- Cassandra Van Tassel, MHA, Educational Operations Specialist, Arkansas Hospital Association
- Taylor Washington, MHA, Research Program Manager, University of Arkansas for Medical Sciences
- Chandler Wilson, MHA, Administrative Fellow, Yale New Haven

Faculty and Staff

<u>**STAFF:**</u>
Chantel Tucker, MA, BA, MHA Program Coordinator

<u>**CORE FACULTY:**</u>
Richard J. Ault, MHSA, Executive-in-Residence and Assistant Professor (Part-time) of Health Policy and Management
MHSA, University of Arkansas at Little Rock
BA, University of Arkansas - Fayetteville

Jure Baloh, PhD, MHA, Assistant Professor, Department of Health Policy and Management
PhD, University of Iowa
MHA, University of Missouri
BSc, University of Ljubljana

Stephen M, Bowman, P**hD, MHA,** MHA Program Director, Associate Professor of Health Policy and Management
PhD, University of Washington
MHA, University of Washington
BA, University of Washington

Kelsey Owsley, PhD, MPH, Assistant Professor, Department of Health Policy and Management
PhD, University of Colorado
MPH, University of Missouri
BS, Truman State University

Austin Porter, DrPH, MPH, Assistant Professor, Department of Health Policy and Management
DrPH, University of Arkansas for Medical Sciences
MPH, University of Arkansas for Medical Sciences

Kevin Ryan, JD, MA, Associate Professor of Health Policy and Management, Associate Dean for Student and Alumni Affairs
JD, University of Arkansas - Little Rock, William H. Bowen School of Law,
MA (Health Services Administration) Webster University,
AS RN, University of Arkansas - Little Rock College of Nursing, BSRT UAMS School of Radiology Technology

J. Mick Tilford, PhD. Professor, Chair of the Department of Health Policy and Management
PhD, Economics, Wayne State University
MA, Economics Central Michigan University
BS, Business and Economics, Central Michigan University

Melissa Yandell, MHA, Assistant Professor
PhD, William Carey University- in progress
MHA, University of Arkansas for Medical Sciences
BS, University of Central Arkansas

Armineh Zohrabian, PhD, Associate Professor
PhD, Applied Economics, Auburn University

PART-TIME TEACHING FACULTY

Bala Simon, MD, DrPH, DipABOM, DipABLM, FAAFP
(former name: Appathurai Balamurugan)
Deputy Chief Medical Officer and State Chronic Disease Director
Associate Professor, Department of Family and Community Medicine and Epidemiology
UAMS Colleges of Medicine and Public Health
DrPH, University of Arkansas for Medical Sciences
Residency in Family Medicine, UAMS
MPH, Tulane University
MD (MBBS), The Tamilnadu Dr. M.G.R Medical University, Chennai, India

Danielle Lombard-Sims, PhD
Vice Chancellor and Chief Human Resource Officer, UAMS; Faculty Appointment in Health Policy and Management
PhD, Indiana Institute of Technology
MS, Purdue University
MS, Indiana Wesleyan University
BS, Spring Hill Clinic

Jamie Wiggins, PhD, MBA, RN, FACHE
Chief Operations Officer, Arkansas Children's Hospital
PhD, Louisiana State University Health Sciences Center
MBA, Nicholls State University
MS, University of California, San Francisco
BSN, University of San Francisco

Craig Wilson, JD, MPA
Director, Health Policy
Arkansas Center for Health Improvement
JD, Georgia State University College of Law
MPA, Georgia State University

Feliciano (Pele) Yu, MD, MSPH, MSHI, BS
Chief Medical Information Officer, Arkansas Children's Hospital
Professor of Pediatrics, Biomedical Informatics, and Public Health, UAMS
MD., University of the East-College of Medicine, Philippines
MSPH., University of Alabama at Birmingham-MS in Health Informatics
BS, University of the Philippines College in Baguio-BS in Biology