

Fay W. Boozman College of Public Health

Master of Health Administration

Program Director: Stephen Bowman

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Advisee's Name

Student ID Number

Faculty Advisor

	Completion Date
ACADEMIC INTEGRITY TRAINING	
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	

Academic Integrity 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 and Alumni Affairs at cophoffice@uams.edu. The requirement must be completed by the first day of classes. Requirement approval date: 09.02.2020.

Writing Milestone Requirement: All students who enter the College of Public Health are required to complete a Writing 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 PBHL 50000 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. Requirement approval date: 09.02.2020.

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 and Alumni Affairs, the Associate Dean for Student and Alumni Affairs or visit our website: <https://secure.uams.edu/cophstudent/student-handbook.aspx#ipe>. Requirement approval date: Fall 2015.

IPE CURRICULUM FOR THE MHA			
<p>1. IPE 1 (UNIV 11000) 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</p>	<p>2. IPE 2 (UNIV 12000) EXPOSURE BRIDGE TRANSITION* Format/Event: Any Zoom Exposure Bridge event posted on the IPE website or IP Shadowing experience. 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.</p>	<p>3. IPE 3 (UNIV 13000) IMMERSION QUADRUPLE AIM PROJECT (QAP) WORKSHOP Format/Event: This activity can be tied to: HPMT 53443 Quality Management and Performance Improvement OR any Zoom QAP Workshop event posted on the IPE website. Timeline: Year 2, Fall (FT) / Year 4, Fall (PT) Course Association: HPMT 53443-Quality Management and Performance Improvement Notes: If completing during HPMT 53443, a worksheet must be uploaded and evaluation completed in the IPEC 1301 Blackboard course.</p>	<p>4. IPE 4 (UNIV 14000) IMMERSION SIMULATION Format/Event: Any onsite Immersion Simulation event posted on the IPE website. Timeline: 12th—36th credit hour Course Association: NA Notes: Enroll the semester of your 12th credit hour.</p>
<p>5. IPE 5 (UNIV 15000) COMPETENCE WORKSHOP* Format/Event: Any onsite Competence Workshop event posted on the IPE website. Timeline: 12th and 36th credit hour Course Association: NA Notes: Enroll the semester of your 12th credit hour.</p>	<p>6. IPE 6 (UNIV 16000) COMPETENCE PRACTICE ACTIVITY Format/Event: Competence Practice Activity— HPMT 52853 Health Administration Residency (FT) or HPMT 52863 Management Project (PT) Timeline: 2nd year Course Association: HPMT 52853 (FT students) / HPMT 52863 (PT students) 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.</p>	<p>7. IPE 7 (UNIV 17000) COMPETENCE STUDENT EDUCATOR ACTIVITY Format/Event: Student Educator Activity— HPMT 53403 Management Capstone. Any course assignment where you are presenting your work that also contains or addresses information pertinent to an interprofessional aspect/audience (ex: Poster/Capstone/Course Presentation) Timeline: 2nd year (FT) Course Association: HPMT 53403 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.</p>	<p>*You may be eligible to complete the activity as an online module if you are currently working in a clinical healthcare setting. Please contact ipe@uams.edu for more information.</p> <p>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.</p>

IPE CURRICULUM 07.01.2023

All MHA

MHA Core Courses – 48 Credit Hours		Credit Hours	Grade	Year	Semester
PBHL 50033	Introduction to Public Health	3			
EPID 53303	Managerial Epidemiology	3			
HPMT 51033	The Health Care System	3			
HPMT 51143	Management of Health Care Organizations	3			
HPMT 51163	Communications and Negotiations for Health Leaders	3			
HPMT 51343	Healthcare Finance I	3			
HPMT 52033	Health Law and Policy	3			
HPMT 52143	Healthcare Information Systems	3			
HPMT 52343	Health Economics and Insurance	3			
HPMT 52233	Seminar in Human Resources Management	3			
HPMT 53333	Healthcare Finance II	3			
HPMT 53403	Management Capstone	3			
HPMT 55883	Strategic Healthcare Management	3			

MHA (general)

MHA Selectives- 9 Credit Hours		Credit Hours	Grade	Year	Semester
HPMT 52183	Statistics for Healthcare Managers	3			
HPMT 52353	Advanced Topics in Healthcare Management	3			
HPMT 53443	Quality Management and Performance Improvement	3			
MHA Experiential Learning – 3 Credit Hours		Credit Hours	Grade	Year	Semester
HPMT 52853	MHA Health Administration Residency	3			
HPMT 52863	MHA Management Project	3			

MHA in Medical Laboratory Management

MHA Selectives – 9 Credit Hours		Credit Hours	Grade	Year	Semester
HPMT 52193	Statistics for Laboratory Managers	3			
HPMT 52363	Advanced Topics in Laboratory Management	3			
HPMT 53453	Laboratory Quality Management and Performance Improvement	3			
MHA Experiential Learning – 3 Credit Hours		Credit Hours	Grade	Year	Semester
HPMT 52873	MHA Laboratory Management Project	3			

MINIMUM TOTAL HOURS = 51

MHA Competency Assessment Matrix

Competency	Course in which competency is taught	Assessment method used to assess the competency
(1.1) Explain ethics and sound professional practice.	HPMT 53403 Management Capstone Content on: Ethical Management in Healthcare	Ethics Case- The student will evaluate the assigned case and provide a description of the facts and ethical dilemma presented by the case including any actions that were taken to address it. You will then present your opinion about the “Proper” response to the dilemma presented in this case.
(1.2) Assess individual strengths and weaknesses and engage in self-reflection to improve emotional intelligence.	HPMT 51163 Communications and Negotiations Content on: Emotional Intelligence and Leadership Style (Self-Awareness, Self-Management, and Relationship Management.)	Students complete an online Emotional Intelligence and Personality Assessment to assess their strengths and weakness then submit their individual report and engage with peers to discuss findings in small groups.
(1.3) Characterize how leaders develop a compelling vision that fosters and sustains shared commitment to organizational goals.	HPMT 51143 Management of Healthcare Organizations Module on: Culture and Structure; Decision-Making	Assignment 1 Team Submission: Teams will develop and submit a compelling vision and communication strategy to share the vision with their organization. The organization details (fictitious) will be assigned to the team. Assignment 1 Individual Presentation: Students will individually prepare and submit a recorded presentation defending how this vision will foster and sustain shared commitment to organizational goals and how the vision will be communicated to staff within the organization.
(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.	HPMT 52353 Advanced Topics in Healthcare Management Module on: Operational Efficiency & Patient-Centered Care	Team discussion board analyzing Middleboro Case Study Chapter 4
(2.1) Write, speak and present in a clear, logical, and grammatically correct manner.	HPMT 52353 Advanced Topics in Healthcare Management Instruction through lecture and discussion regarding writing for the professional setting.	Book Report- The application paper will be used to assess student’s writing skills. Innovation Presentation- Students are required to record

	Discussion and critiques regarding writing mechanics and style.	them giving a presentation (not simply a voice recording). The rubric includes an assessment of presentation skills, including speaking and presenting.
(2.2) Establish, build, and sustain professional contacts for the purpose of building networks of people with similar goals and interests.	HPMT 51163 Communications and Negotiations Content on: Social Media for Leaders (Communicating with the Public, Stakeholders, Staff)	LinkedIn assignment: students develop a LinkedIn profile with professional headshot and connect with the MHA program director, the MHA group, and at least 10 MHA student peers.
(2.3) Work effectively with others and respect their differences in culture, race, gender, age, and experience.	HPMT 52233 Seminar in Human Resource Management Content on Employment Law, Employee Relations, and Healthcare	Chapter 2 Individual Readiness Assessment Team activity/Case Study Team Effectiveness Assessment
(3.1) Compare 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.	HPMT 55883 Strategic Management Lectures on Understanding Market Structure and Strategies; External and Internal Environment; Developing a Strategic Plan; Organizational Structure and Strategy	Group Project leads teams to prepare a strategic planning document for a real-world healthcare organization. The teams will be provided with a set of relevant data relating to the organization as well as a specific set of deliverables to be presented. The team's task will be to assess the "strategic situation" the organization and provide a number of deliverables in advance of a Corporate Strategic Planning Retreat.
(3.2) Explain best practices in human resource management to enhance individual and organizational performance, sustain workforce development, and motivate staff to achieve organizational objectives.	HPMT 52233 Seminar in Human Resource Management Chapters 1, 5-11; 13 – 14 Chapter 1; Discussion regarding Research paper (compilation of all learning throughout the course)	Class Discussion/ participation, Case Studies, chapter assessments, Team presentations, and Research Paper
(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.	HPMT 53403 Management Capstone Weeks 2-3 and 5-7	Case Report- Students will complete a management case from a previous case competition. The student will need to evaluate the formal and information decision-making structures and power relationships in the organization in order to present a response to the case.
(3.4) Explain the purpose and functions of healthcare administrative and clinical information systems and how decisions are made for adoption and implementation.	HPMT 52143 Health Information Systems Lectures on Connecting the Strategic Dots: Does HIT Matter?; HIT Governance and Decision Rights; HIT	Student-lead Class Discussions Team-based Case Study Analysis Group Project Presentation

	Architecture and Infrastructure; HIT Service Management; Systems Selection and Contract Management; Applications: Electronic Health Records; Applications: Management, Administrative and Financial Systems; HIT Project Portfolio Management, Analytics; HIT Value Analysis; Healthcare Informatics Overview: Quality Improvement and the Role of EHR: Concepts and Methods	Peer evaluation Learning reflection paper
(4.1) Explain basic healthcare financial management, including budgeting, reporting, forecasting, revenue cycle and current accounts management.	HPMT 53333 Healthcare Finance II Explain financial management functions in healthcare organizations and healthcare environment, conduct time value analysis, define and measure financial risk, capital acquisition, cost of capital and capital structure, revenue cycle and current accounts management.	Homework Problem sets that help students understand then explain 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.	HPMT 53333 Healthcare Finance II Applications of financial concepts and methods for the financial sustainability and efficiency of healthcare organizations and stakeholders.	Team Case Study that allows student to apply the financial management tools to a fictional situation 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.	HPMT 534433 Quality Management and Process Improvement Multiple weeks, lectures on clarifying and understanding quality problems	Quizzes: Quizzes test students' knowledge and understanding of key tools and techniques, including their interpretation (e.g. reading a run chart). Excel Assignments: Excel assignments are designed for students to apply statistical and operations management tools and techniques (e.g., ANOVA, control chart) to healthcare quality datasets. Improvement Projects: Students need to apply tools and techniques learned in class to collect and analyze performance/quality data relevant to their projects.
(4.4) Apply health economic principles to the analysis of	HPMT 52343 Health Economics and Insurance Weeks 1-8	Weekly assignments, Team Assignment

pricing, service demand, and risk.		
(4.5) Demonstrate analytical thinking and a logical approach to problem solving.	<p>HPMT 534433 Quality Management and Process Improvement</p> <p>Multiple weeks, lectures on finding and clarifying quality problems as well as selecting and testing improvement strategies</p>	<p>Excel Assignments: Excel assignments are designed for students to logically break down and analyze healthcare quality problems.</p> <p>Improvement Projects: Students have to develop their own quality improvement projects, which require them to first conceptualize the chosen problem, and then logically analyze its different components to identify improvement opportunities and develop appropriate strategies for improvement.</p>
(5.1) Assess the effect of laws, regulations and related health policy on providers, organizations, payers, and populations.	<p>HPMT 52033 Health Law and Policy</p> <p>Lectures on: Introduction to Law and medicine; Sources of law; Concepts of health policy; Ideas to policy to implementation; Consent to treat; Emergency Care/EMTALA; Organization and management of the healthcare institution; Fraud laws/Corporate Compliance; Competition/ Antitrust</p>	<p>Quiz 1 and 2 comprised of multiple choice, short answer and brief essay queries</p>
(5.2) Explain the principles of population health and how community health is assessed, evaluated and improved.	<p>EPID 53303 Managerial Epidemiology</p> <p>Content on: Role of Epidemiology in Health Management and Health Policy; Overview of US Population Health; Measures of Public Health Impact, Standardization, and Measurement Issues; Epidemiology of Health Services Access and Utilization; Evidence-Based Practice and Quality of Care; Epidemiology of Medical Errors, Adverse Events, and Consumer Assessments</p>	<p><u>Homework</u>- assigned homework allows students an opportunity to apply the material to real-world data.</p> <p><u>Midterm</u>- Questions from readings, lectures, homework, and web-based assignments will be included in the examinations. Calculations of various epidemiological indicators must be performed to answer selected questions.</p>