

Fay W. Boozman College of Public Health

Master of Science (MS) in Healthcare Data Analytics

Advisee's Name

Student ID Number

Faculty Advisor

PLAGIARISM TRAINING	Completion Date
Certification Test	
WRITING MILESTONE	
Skills Certification	
IPE EXPOSURE (NOVICE)	
Exposure Workshop	
Transition (Exposure to Immersion)	
IPE IMMERSION (INTERMEDIATE)	
Quadruple Aim Project	
Simulation Activity	
IPE COMPETENCE (ADVANCED)	
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:

As of the Fall 2015 semester, 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 – MS Healthcare Data Analytics

	<p>Exposure Workshop Format/Event: Onsite/Online workshop in August or Online in January. Timeline: 1st Semester Course Association: NA Notes: Enroll 1st semester and complete by the end of 12th credit hour.</p>		<p>Exposure Bridge Transition Format/Event: Exposure Bridge Transition. Any onsite event posted on the IPE website. 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>Immersion Quadruple Aim Project (QAP) Workshop Format/Event: Quadruple Aim Project (QAP) Workshop. Any event posted on the IPE website. Timeline: 12th—24th credit hour Course Association: NA Notes: Enroll the semester of your 12th credit hour.</p>		<p>Immersion Simulation Format/Event: Onsite – Any 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>Competence Workshop Format/Event: Competence Workshop - Any onsite 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>Competence Practice Activity Format/Event: Onsite Competence Practice Activity – Any event posted on the IPE website. Timeline: 24th – 48th credit hour Course Association: NA Notes: Enroll the semester of 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>Competence Student Educator Activity Format/Event: Onsite Student Educator Activity – Any event posted on the IPE website. Timeline: 24th – 48th credit hour Course Association: NA Notes: Enroll the semester of 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>		

 Office of Interprofessional Education

CORE (REQUIRED) – 24 Credit Hours		Credit Hours	Grade	Year	Semester
HPMT 5212	Healthcare Information Systems for Administrators	3			
HPMT 5334	Data Visualization for Healthcare Analytics	3			
HPMT 5214	Decision Analytics in Healthcare	3			
HPMT 5335	Data Mining in Healthcare	3			
COPH 5003	Introduction to Public Health	3			
BIOS 5212	Biostatistics II: Advanced Linear Models	3			
BMIG 6012	Database Systems and Data Warehousing	3			
BIOS 5213	Biostatistics Computing with SAS I	3			
SELECTIVES (with Approval of MS Advisor) - 9 Credit Hours		Credit Hours	Grade	Year	Semester
BIOS 5324	Analyzing Health Surveys	3			
BIOS 5214	Categorical Data Analysis	3			
HPMT 6317	Performance Measurement, Reporting and Incentives	3			
BMIG 6201	Machine Learning for Biomedical Informatics	3			
BIOS 5317	Biostatistics Computing with SAS II	3			
BIOS 5223	Biostatistics III: Multivariate Analysis & Linear Models	3			
BMIG 6014	Natural Language Processing in Biomedical Informatics	3			
BMIG 5003	Computational Methods in Biomedical Informatics	3			
BMIG 5001	Information Modelling – From Data to Knowledge	3			
HPMT 6303	Applied Research Methods Using Retrospective Data Sources	3			
OEHM 5104	Special Topics in Occupational and Environmental Health: Geographic Information Systems for Health Professional	3			
THESIS / CAPSTONE PROJECT (REQUIRED) – 3 Credit Hours		Credit Hours	Grade	Year	Semester
COPH 5200	Thesis	3			

MINIMUM TOTAL HOURS = 36 hours

Program Name: MS in Healthcare Data Analytics

Competency	Course	Assessment
1. Apply predictive analytic methods on healthcare data and interpret results of the analysis.	HPMT 5335 Data Mining in Healthcare	Final project. The final project requires students to use the R programming language to complete a predictive analytic model on a selected outcome using healthcare data. Students are required to take a healthcare data set, clean the data and define all necessary variables, and apply predicative analytic methods to construct a final predictive model. Students are required to assess the accuracy of the predictive model they create and to interpret the results of the model. The final project is graded using the rubric outlined in the syllabus.
2. Illustrate required skills needed to access and manage data using SQL	BMIG 6012 Database and Data Warehouse Design	Homework (assignments). Homeworks require utilization of various types of SQL commands. These commands include querying (or accessing) the data, as well as management and manipulation of data to answer a specific questions using healthcare data and databases. The weekly homeworks are graded based on the rubric outlined in the syllabus.
3. Analyze applicable health law, regulations, and standards for health information systems.	HPMT 5212 Healthcare Information Systems for Administrators	Homework (assignments). This course has homeworks that require student to discuss, investigate and explore HIT law, regulation and HIT standards. Homeworks consist of questions from the textbook that relate specifically to that week's didactic topics, including sections on privacy and security. The homeworks are graded based on the rubric provided to students.
4. Apply forecasting methods to inform decision-making in healthcare.	HPMT 5214 Decision Analytics in Healthcare	Final project. The final project requires students to interpret findings from forecasting techniques to answer a defined decision-making problem in healthcare. During the project students must not only interpret findings from the final chosen models, but the required techniques for forecasting require iterative interpretation of the analyses in order to determine the best final model choice. The final project is a decision-making problem and is graded using the rubric provided to students.
5. Construct appropriate data visualizations using healthcare data.	HPMT 5334 Data Visualization for Healthcare Analytics	Final project. The final project require students to analyze healthcare data sets using Tableau software and to create visualizations that are appropriate in structure (e.g., bar chart vs line chart) and design (e.g., correct color choices and axes ranges). Students must be cognizant of the best choice in visualization based on the underlying data structure as well as the intended information to be portrayed to the audience. The final project is graded using a rubric provided to students.