

Appendix B

MHA Competency Model and Curriculum

The MHA mission statement is the basis for our curriculum model (Appendix C) and our competency domains. The competency domains we have identified for students to achieve success in their first positions and to provide the foundation for career progression in the dynamic health care field of the future are Leading People, Managing Resources, Setting Strategic Direction, and Improving the Health of the Population. Within the Leading People and Managing Resources competency domains we have identified sub-domains. Leading People includes the Professionalism competencies of leadership, effective communication, and ethical behavior as well as the competency of Team Development. Managing Resources includes the sub-domains of managing Finances, Information, and Operations.

Within each of the competency sub-domains we have identified the knowledge, skills, and attributes (KSA) that we believe are the key to perform effectively in one's first post-graduate position and to provide a foundation for continuing progress in that domain over the course of one's career. Each course syllabus contains a grid that shows which competencies and related KSAs it supports, the expected level of attainment, the course learning objectives relative to the KSAs, and the means for assessing achievement of the KSAs.

MHA Competency Domains and Knowledge, Skills, and Attributes Expectations

Competency domains are designated with Roman numerals. Competency sub-domains are designated with capital letters. KSA statements are designated with Arabic numbers.

I. Leading People

A. Professionalism

1. Demonstrate effective oral and written communication.
2. Demonstrate the capacity for critical thinking.
3. Demonstrate a commitment to ethical professional behavior.
4. Exhibit behaviors indicating a commitment to the personal pursuit of professional development.

B. Team Development

5. Exhibit appropriate leadership practices that support team effectiveness.
6. Perform effectively on teams and in different team roles as appropriate to the situation.
7. Demonstrate knowledge of effective conflict management approaches in interpersonal and team situations.
8. Demonstrate the ability to integrate the knowledge and experience of other professions, as appropriate, to inform and implement decisions.

III. Managing Resources

A. Finances

9. Interpret balance sheets and income statements.
10. Use appropriate accounting and financial analysis techniques in developing a business plan for a new service or program.
11. Understand the revenue cycle and its impact on financial stability.

12. Understand the process for strategic capital formation.

B. Operations

13. Demonstrate knowledge of different approaches to organizational design for the organization and delivery of health care.

14. Demonstrate knowledge of and appropriate use of process improvement tools to address quality, safety, and efficiency goals, including: lean techniques; performance monitoring tools.

15. Demonstrate the ability to develop an evaluation plan based on operational or strategic goals for cost, quality and access.

16. Demonstrate a working knowledge of organizational behavior concepts and their application in day-to-day management in health care organizations.

17. Demonstrate a working knowledge of human resource concepts and practices related to first line management such as: labor laws addressing discrimination and unionization; establishing performance standards; performance appraisals and disciplinary action; compensation and reward system.

18. Identify ethical issues and legal concerns and appropriately apply approaches to analyze and resolve them, including seeking counsel.

C. Information

19. Describe the roles of and relationship between electronic medical records and financial data systems for clinical and strategic decision-making and evaluating the quality and efficiency of care.

20. Demonstrate knowledge of data collection approaches, analytical approaches, and interpretation of data to address operational and strategic problems and opportunities, and to interpret reports.

III. Setting Strategic Direction

21. Discuss the roles and relationships of governance, executive leadership, and external stakeholders in strategically addressing the health needs of a community or target population.

22. Conduct an environmental assessment to identify changing needs/demands of a community, including an analysis of: demographics; epidemiological data; organizational capacity; competitor strategies; technological changes; regulatory issues; insurance.

23. Develop a business plan to propose a new service or program, addressing: strategic objectives; financial analysis; structural and staffing implications; evaluation.

IV. Improving the Health of the Population

24. Discuss the impact of social and behavioral determinants of health and their interrelationships on health and health care delivery.

25. Describe the major settings for and types of health care services, including individual and population health and payers.

26. Describe the process for developing and implementing new policies and regulations at the state and federal level.

27. Analyze new health care regulations/laws to determine the likely impact on different stakeholders, including care delivery organizations, payers, and individuals.

28. Use economic and insurance concepts to analyze the impact of changes to payment mechanisms on health care delivery and health.

29. Describe the relationship between health care and public health in contributing to the health of a defined population.

30. Discuss healthcare workforce need projections and critical issues related to the workforce needs for the future.



Appendix C
The MHA Curriculum Conceptual Model 2015 - 2016
Setting Strategic Direction

Managing Resources

Finances

- HMP:6110 Strategic Planning & Marketing (3/3)
- HMP:6150 MHA Integrative Capstone (3/4)
- HMP:6410 Healthcare Financial Management (3/2)
- MBA:8140 Corporate Financial Reporting (3/1)
- MBA:8180 Managerial Finance (3/1)

Information

- HMP:5315 Health Info Systems (3/1)
- HMP:5320 Analytics for Hlthcare Mgmt (3/2)
- HMP:6150 MHA Integrative Capstone (3/4)

Operations

- HMP:5000 Professional Development (4/1 s.h. each semester)
- HMP:5200 Healthcare Management (3/1)
- HMP:5290 Perf Improvement in Healthcare (1/4)
- HMP:5310 Healthcare Quality Management (2/2)
- HMP:5315 Health Info Systems (1/2)
- HMP:6110 Strategic Planning & Marketing (3/3)
- HMP:6150 MHA Integrated Capstone (3/4)
- HMP:6310 Human Resources Manag in Healthcare (4/2)
- HMP:6610 Legal Aspects HlthcareCare (3/3)

- HMP:6110 Strategic Planning & Marketing (3/3)
- HMP:6150 MHA integrated Capstone (3/4)

Improving the Health of the Population

- HMP:5005 Intro to Healthcare Org. & Policy (3/1)
- HMP:5410 Health Economics I (3/2)
- HMP:5610 Intro to Health Policy (3/3)
- HMP:6055 Managerial Epidemiology (1/2)
- HMP:6110 Strategic Planning & Marketing (3/3)
- MPH:6100 Essentials of Public Health (1/3)

Leading People

<p>Professionalism</p> <ul style="list-style-type: none"> - HMP:5000 Professional Development (4/1 s.h. each semester) - HMP:5315 Health Info Systems (1/2) - HMP:6315 Healthcare Ethics (1/4) - HMP:6610 Legal Aspects Healthcare (3/3) 	<p>Team Development</p> <ul style="list-style-type: none"> - HMP:5000 Professional Development (4/1 s.h. each semester) - HMP:5200 Healthcare Management (3/1) - HMP:5290 Performance Improvement in Healthcare (4/1) - HMP:5310 Healthcare Quality Management (2/2) - HMP:5315 Health Info Systems (1/2) - HMP:6110 Strategic Planning & Marketing (3/3) - HMP:6150 Issues in Hlth Mgmt & Policy (3/4) - HMP:6310 Human Resources Manag in HC (4/2) - HMP: 6355 Leadership of Healthcare Orgs -HMP: 6315 Healthcare Ethics (1/4)
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* (x/y) = semester hours/typical semester taken for non-dual degree students

Competency Levels

Levels of Competence	Description of Level	Student Skills or Activities	Basis for Assessment
1. BASIC (BAS) (Based on Bloom's Knowledge [1] and Understanding [2])	Accurately <u>acquiring and recalling</u> specific information, including key concepts, principles, and theories. Accurately <u>interpreting and communicating</u> basic information.	responds, absorbs, remembers, recognizes Explains, describes	Student appropriately describes, defines, and/or uses terms, concepts, and methods on quizzes, exams, and papers, and in class.
2. INTERMEDIATE (INT) (Based on Bloom's Application [3] and Analysis [4])	Effectively <u>applying</u> concepts, principles, and methodologies in addressing issues or solving problems in diverse situations. Separating basic concepts or systems into their key components and understanding their inter-relationships and impacts	demonstrates and uses knowledge and constructs interprets, discusses, uncovers, lists, and dissects	Student demonstrates the ability to use tools, formulae, laws, or decision models to solve basic problems on quizzes, exams and in class, and to conduct policy or case analysis.
3. ADVANCED (ADV) (Based on Bloom's Synthesis [5] and Evaluation [6])	<u>Separating complex</u> concepts or systems into their key components and understanding their <u>inter-relationships and impacts</u> . <u>Formulating new</u> ideas, models, methods, and systems, using input and insights gained from multiple sources. Making an <u>objective, evidence-based determination</u> of the extent to which an idea, process, program, or system coincides with established criteria and standards.	generalizes, relates, contrasts, recommends Judges, disputes, debates	Student demonstrates the ability to identify, select, and use appropriate concepts, theories, and methods to collect and interpret appropriate data and develop recommendations based on that data. Student demonstrates the ability to analyze <u>complex</u> issues and/or or cases.