

Appendix B

The University of Iowa MHA Competency Model and Curriculum

The MHA mission statement is the basis for our competency model (below), and our competency model is the basis for our curriculum model (Appendix C). 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, Leading Communities, Managing Resources, Setting Strategic Direction, and Improving the Health of the Population. Within the Managing Resources competency domains we have identified sub-domains. This includes the sub-domains of managing Finances, Information, and Operations.

Within each of the competency domains or sub-domains we have identified the competencies and accompanying levels of attainment (see scale below) 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 or subdomain over the course of one's career.

Each course syllabus contains a grid that shows which competencies the course supports, the expected level of attainment (target), the teaching and learning methods used to address the competencies, and the means for assessing achievement of the competencies.

Because many of the required and most of the elective courses in the MHA curriculum are included in other HMP Department academic programs, and because specific classes may encapsulate very technical skills, faculty may incorporate additional learning objectives in individual courses.

Master of Health Administration Program

Respect Accountability Integrity Service Empathy
Aspiring to Leadership
Advancing to Leadership



Personal & Professional Development

1. Effectively communicate in written and spoken form.
2. Demonstrate evaluation of multiple sources of information and perspectives in arriving at decisions.
3. Demonstrate ethical decision-making.
4. Demonstrate growth through self-reflection and professional development.

Leading People

5. Effectively lead teams toward a common vision and goals.
6. Understand strategies in professionally developing others.
7. Integrate the knowledge and experiences of other professions and sectors, as appropriate.

Leading in Communities

8. Understand the complexity of communities and how to engage with them.

Managing Resources (A. Finances)

9. Describe how payment models impact healthcare delivery, quality, costs, access to care, population health, and the community.
10. Create and analyze standard financial reports.
11. Analyze the impact of financial decisions.

Managing Resources (B. Operations)

12. Evaluate strategic and operational goals.
13. Use various improvement tools to evaluate and improve operations.
14. Apply organizational behavior concepts, strategies, and policies related to human resources.
15. Assess healthcare workforce needs, projections, and critical issues.
16. Analyze ethical and legal situations including recognizing when to seek legal or ethical counsel.

Managing Resources (C. Information)

17. Explain the roles of health, human resource and financial information systems in clinical and strategic decision making.
18. Analyze data to evaluate and improve strategic, operational, financial, and quality performance indicators.

Setting Strategic Direction

19. Demonstrate organizational strategic planning, implementation, and evaluation with relevant constituent groups.
20. Apply appropriate organizational designs consistent with mission and strategies.

Improving Population Health

21. Interpret drivers of health impacting healthcare delivery and population health for different communities.
22. Analyze the impact of access to health care services on population health and communities.
23. Assess existing laws, policies, regulations and impact on constituent groups, population health, and communities.
24. Use data to inform strategies that will advance the well-being of a specific population and communities.

Competency Attainment Scale and Interpretation for Specifying Target Levels and Student Assessment

Novice		Advanced Beginner		Competent		Proficient		
Expert								
1	2	3	4	5	6	7	8	9
10								

Novice

Completely new to or inexperienced in a particular field or area of a field of practice; a beginner; no formal education or training; no experience. The learner knows nothing or almost nothing about this.

Advanced Beginner

Some exposure to a particular field or area of a field of practice; may have had some education or training, or a brief exposure with regard to experience, but generally lacks experience and confidence in the area. The learner is making progress, however is not consistently good at this yet.

Competent

Has the necessary ability, knowledge or skill to do something successfully; capable; acceptable and satisfactory, although not outstanding. The learner is consistently good at this.

Proficient

Skillful, accomplished, well advanced, outstanding. The learner is consistently extremely good at this.

Expert

Comprehensive and authoritative knowledge, skill or ability in a particular area. Thorough competence. Identified as adept, talented, a master by peers. This individual is so good at this that it comes naturally.