Course Change Request

Date Submitted: 11/09/17 2:03 pm

Viewing: **PHPM 606 : Health Systems Management**

Last approved: 06/23/17 3:25 am

Last edit: 01/16/18 2:31 pm

Changes proposed by: monica-a-garza

Other Courses referencing this course

As A Banner Prerequisite:
- PHPM 614 : Strategic Planning and Marketing
- PHPM 615 : Strategic Planning And Marketing II
- PHPM 631 : Health Information Management Systems
- PHPM 633 : Health Law and Ethics
- PHPM 680 : Health Systems Leadership

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monica Garner</td>
<td><a href="mailto:magarner@sph.tamhsc.edu">magarner@sph.tamhsc.edu</a></td>
<td>979-436-9483</td>
</tr>
<tr>
<td>Sarah Porter</td>
<td><a href="mailto:porter@sph.tamhsc.edu">porter@sph.tamhsc.edu</a></td>
<td>979-436-9487</td>
</tr>
</tbody>
</table>

Rationale for Course

The proposed changes are for accreditation purposes.

The proposed changes are part of a routine curriculum review.

Course prefix: PHPM  
Course number: 606

Department: Health Policy & Management
College/School: Public Health
Academic Level: Graduate
Effective term: **2018-2019 2017-2018**

Complete Course Title:
Health Systems Management

Abbreviated Course Title: HEALTH SYSTEMS MANAGEMENT

Catalog course description:
Introduction to conceptual frameworks and practices associated with key functions in the management of complex health organizations.

Prerequisites and Restrictions:

Should catalog prerequisites / concurrent enrollment be enforced?

Crosslistings:

Stacked:

Semester: 3-4
Credit (per week): 3-4
Contact Hour(s): 3-4
Lecture: Total 3-4
Lab: 0
Other: 0

In Workflow
1. PHPM Reviewer
2. PHPM Department Head
3. Curricular Services Review
4. PH Committee Preparer
5. PH Committee Chair
6. PH College Dean
7. GC Preparer
8. GC Chair
9. Faculty Senate Preparer
10. Faculty Senate
11. Provost II
12. President
13. Curricular Services
14. Banner

Approval Path
1. 11/09/17 2:04 pm
   Monica Garner (monica-a-garza):
   Approved for PHPM Reviewer
2. 11/10/17 10:22 am
   Mike Morrisey (morrisey):
   Approved for PHPM Department Head
3. 11/14/17 6:47 pm
   Sandra Williams (sandra-williams):
   Approved for Curricular Services Review
4. 11/22/17 8:10 am
   Rick Danko (danko):
   Rollback to PHPM Reviewer for PH Committee Preparer
5. 11/22/17 10:01 am
   Monica Garner (monica-a-garza):
   Approved for PHPM Reviewer
6. 11/27/17 9:35 am
   Mike Morrisey (morrisey):
   Approved for PHPM Department Head
7. 12/06/17 1:39 pm
   Sandra Williams (sandra-williams):
   Approved for Curricular Services Review
Hour(s)
Repeatable for credit? No
CIP/Fund Code 5122110014
Default Grade Mode Letter Grade(G)
Method of instruction Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes
Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.
Lectures and Course Readings
Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
Through Lectures, course readings, ecampus.

Will this course be taught as a distance education course? Yes No
I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes
Is 100% of this course going to be taught in Texas? No
Will classroom space be needed for this course? No
This will be a required course or an elective course for the following programs:
Required (select program)
Elective (select program)

**Course Syllabus**

Syllabus: Upload syllabus

https://nextcatalog.tamu.edu/courseleaf/approve/
Reviewer Comments
Rick Danko (danko) (11/22/17 8:10 am): Rollback: Rollback to adjust DE statement and nontraditional course documentation
Szu-hsuan Lin (micheyszu) (01/16/18 2:32 pm): SPH CC approved for nontraditional delivery, per University Rule 11.03.99.M1.
Instructor Information

Course title and number: PHPM 606: Health Systems Management (Executive MHA Program)

Term: Oct-Dec 2018 (ground and online)

Meeting times and location: Weekends at Texas Medical Center, 11th floor classroom; online between classroom sessions

Instructor Name(s): Jeff Hatala, PhD

Teaching Assistant(s): NA

Telephone number: 979-436-9489

Email address: hatala@sph.tamhsc.edu

Office hours: By appointment (call, email, or Adobe Connect)

Office location: SPH Administration Building, Room 135G

Course Description

This course supports effectiveness of health services professionals by providing knowledge of the structure of the health services systems; a wide range of health organizations, professionals, and services; and associated management and policy issues. (For Executive MHA Students only)

Prerequisites

Admission to the EMHA program.

Course Objectives

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course Objectives</th>
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<tbody>
<tr>
<td>Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the United States.</td>
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</tr>
<tr>
<td>Apply principles of strategic planning and marketing to public health.</td>
<td>Describe elements of strategic planning and marketing as used in a health care setting.</td>
</tr>
<tr>
<td>Apply quality and performance improvement concepts to address organizational performance issues.</td>
<td>Describe elements of quality as used in a health care setting.</td>
</tr>
<tr>
<td>Apply “systems thinking” for resolving organizational problems.</td>
<td>Employ systems thinking to examine health care organizational issues in order to solve problems.</td>
</tr>
<tr>
<td>Communicate health policy and management issues using appropriate channels and technologies.</td>
<td>Create persuasive argument to convince leadership about how to solve organizational problems.</td>
</tr>
</tbody>
</table>
Textbook and/or Resource Material

(LD) Longest & Darr, Managing Health Services Organizations and Systems, 6th Ed. 2014 (required)

(DG1) Griffin, Donald J. Outside the Hospital: The Delivery of Health Care in Non-Hospital Settings, 2009 (recommended)

(DG2) Griffin, Donald J. Hospitals. What They Are and How They Work, 4th Ed. 2012. (recommended)

Except for the first class, students should complete all required (assigned) readings by the corresponding class date. This will enable students to gain maximum benefit from discussions, lectures, and speakers. Exams and papers will be based on all of these required readings along with the content of lectures, discussion, and speaker presentations.

Suggested/Supplemental Readings:

The instructor has identified additional readings that students may voluntarily pursue. As Health Professionals, students should be interested in current news articles about health, healthcare, public health, and health policy in newspapers such as the New York Times, Wall Street Journal, or other major dailies as well as local media. In addition, the student should be interested in other periodicals or health & healthcare articles in other major publications. The following books are used as background and/or context for topics and concepts presented during the course.


Covey, Stephen R. The 7 Habits of Highly Effective People, 1989

Johnson, Steven, The Ghost Map, 2006


Porter, Roy (Ed), The Cambridge Illustrated History of Medicine, Cambridge University Press, 1996


Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week #/Dates</th>
<th>Topic</th>
<th>Readings and Assignments (additional articles may be assigned as well)</th>
</tr>
</thead>
</table>
| Day 1 (in person) October 14 | Introduction to Health Policy and Management  
  • Health Systems | LD Ch. 1  
  Health reform hits main street -- Health Reform Video  
  Understanding US Health Care Spending  
  What Is Single Payer?  
  Single Payer Ahead — Cost Control and the Evolving Vermont Model |
<table>
<thead>
<tr>
<th>Week 1</th>
<th>October 17-23 (online)</th>
<th>Policy</th>
<th>Links to readings embedded in lecture Discussion Questions</th>
</tr>
</thead>
</table>
| Week 2  | October 24-30 (online) | Management & Leadership  
- Conceptual Frameworks  
- Problem Solving and Decision Making  
- Working in Groups | LD Ch. 5  
LD Ch. 6  
LD Ch. 13 | Discussion Questions |
| Week 3  | October 31-November 6 (online) | Human Resources & Budgeting | LD Ch. 11 | Discussion Questions |
| Week 4  | November 7-13 (online) | Quality | LD Ch. 7-8, 11 | Discussion Questions |
| Day 2 & 3 (in person) | November 17 | Group Paper (intro)  
Strategic Planning | LD Ch. 9 | |
| Day 3 (in person) | November 18 | Marketing | LD Ch. 10 | |
| Week 5  | November 14-20 (online) | Communication, Technology & Emergency Preparedness | LD Ch. 11, p. 535-556  
LD Ch. 14 | Discussion Questions |
| Week 6  | November 21-27 | Thanksgiving Break | | |
| Week 7  | November 28 – December 4 (online) | Law and ethics | LD Ch. 4  
Discussion Questions | |
| Day 4 (online) | December 8 | Wrap-Up | Presentations  
Case  
Group paper due | |

**Grading Policies**

Student performance will be evaluated through an exam, online participation in the weekly discussion postings, in-class assignments, and a group paper about a management or policy topic of your choosing. More information about these assessments is provided below.

**Case (25 percent):** The case will consist of a short paper or a series of short essay questions due by the deadline stated on the syllabus. The exam will be graded for correctness, ability to link elements of course content (readings, lectures, etc.) and for demonstration of elements of cognition, analysis, and synthesis as called for by the particular exam items.
Participation (10 percent): Participation is an essential part of the learning process. During the 4 in-class meetings, students are expected to contribute to the class discussion by responding to faculty-initiated questions, questions from peers, responses to answers to questions and sharing of experiences around the course content. The greater the participation about the content, the more enriching the overall experience will be. Grading for in-class participation is determined by your verbal contribution to discussions in class and other traditional means of participation.

Online discussion boards (10 percent): Students are expected to engage with other students via eCampus by responding to discussion questions posted in eCampus. Between in-class sessions, there will be a number of discussion questions pertaining to the readings, lecture and other course material. Each student will need to answer a portion of the questions posed and then reply to original responses provided. Responses will be graded for grammar, style, and clarity of writing as well as for intellectual completeness, insightfulness, clarity, thoughtfulness in interpretation, and integration of points from readings and lectures. Responses should answer the question directly and include a brief rationale for the answer. The rationale should include some clear references to points made in previous lectures and/or readings for the course. The answers should not simply repeat or quote what appears in the book, video, article, or presentation. Postings can include citations and references to outside readings.

In-class assignments (15 percent): In both in-class and online settings, you will be asked to address issues and concerns in a longer and more in-depth format than required in traditional participation activities.

Management/Policy Paper (Group) (40 percent): Students will be placed in groups in order to explore a single management or policy issue faced by a Texas-based health or health care organization (an organization in operation today). You may choose an organization that provides health care to large numbers of people, specific populations on a local or state level. Such organizations can include hospitals, local health department, state health department, community health center, rural clinic, and some advocacy/interest groups, etc.). For our purposes, the interest group, if selected, should also provide other services, such as education and/or research, as well as advocacy. The textbooks give extensive information about management issues and some policy problems; use these resources to guide your team.

After identifying an organization and a single management or policy issue, you will search peer-reviewed literature, trade journals, government websites and other reputable sources to search for solutions that have been used to solve this problem. You will need to discuss 3-5 solutions in your paper.

Once you have gathered these solutions, select what you believe to be the most feasible solution that your chosen organization could use, justify your choice, and discuss details about what the organization would need to do to implement the solution. Examples could include training staff, hiring staff, and/or acquiring additional funding. What you need may be found completely online, but contacting the organization may lead to better results.

Also, included in this assignment (not included in the page count) is a lessons learned section. This section will be provided at the between the end of the report and the reference page(s). The lessons learned section will discuss what you learned as a team about management, where you felt you were successful as a team, and what you as a team would have done differently to complete the paper.

In addition, one-fifth of the grade for the group paper will be determined by a peer evaluation of your performance by each team member. Scores will be aggregated and will be included in the overall grade for the paper.

The paper should be of sufficient size to demonstrate a thorough exploration of the topic and be no longer than 5 single-spaced pages, not counting a cover sheet with each group member’s name, lessons learned (see above) and reference page(s). Groups must use a minimum of 20 applicable references. No direct quotes; paraphrase all content in your own words and cite all ideas stemming from outside sources. You are writing this paper to the organization’s CEO or top executive or executive committee.

Written Assignments: All written assignments are expected to be prepared in business style, be grammatically correct, error free, on time, and well written as well as thoughtful, responsive to the assignment, and include thinking that reflects mastery of the material. All written assignments are to
be prepared as a MS Word (.doc or .docx) document and turned in electronically attached to an email by the due date and time. Use a 12-point, standard font and single space. Do not submit a pdf, Pages or some non-Microsoft Word document. Pdf files will not be graded.

Policy on Late Work: Late work is not accepted unless you comply with the policy around excused absences (see Student Rule 7 in the following section of this syllabus). It is imperative in the professional world that deadlines and timelines are met. The ability to complete your work on time demonstrates professionalism, which is a must in today's highly competitive job market. Due dates are provided in the syllabus.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>In-class assignments – 25%</td>
<td>90-100 points -- A</td>
</tr>
<tr>
<td>Case - 25%</td>
<td>80-89.99 points -- B</td>
</tr>
<tr>
<td>Participation – 10%</td>
<td>70-79.99 points -- C</td>
</tr>
<tr>
<td>Group Management paper – 40%</td>
<td>60-69.99 points -- D</td>
</tr>
<tr>
<td><strong>Total grade points - 100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Note: The professor reserves the right to make changes or corrections to the syllabus at anytime. If any major change or correction is made, students will be notified of the major change or correction in class or via eCampus.

Attendance and Make-up Policies

As stated above, the University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences, as well as make-up policies, are located on-line at http://student-rules.tamu.edu/rule07.

Other Pertinent Course Information

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned TAMHSC e-mail account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use Blackboard e-mail address for all official correspondence.

eCampus (Blackboard)

If this course uses eCampus: Within the course’s eCampus site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to login into Howdy and then click the eCampus button on the top right or look for Quick Links on the bottom of the School’s homepage or go to http://ecampus.tamu.edu Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School’s Office of Academic Assessment and Instructional Technology website). For login issues (password not working), please contact TAMU Help Desk at helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300. Your eCampus login is the same as your Howdy login (NetID).

Computer Requirements for Online Courses
For this and all online courses we recommend the minimum technical requirements outlined on our "SPH Computer Requirements for Online Courses" web page, located at http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html

All computing problems or other technical issues not related to eCampus, please contact:

- TAMHSC related account: helpdesk@tamhsc.edu via E-mail, or phone to (979) 862-8029
- TAMU related account: helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300

Important!!! Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on eCampus. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@sph.tamhsc.edu for additional information.

Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School's courses as part of your professional responsibility.

SPH Mission

The Texas A&M School of Public Health is committed to transforming health through interdisciplinary inquiry, innovative solutions, and development of leaders through the Aggie tradition of service to engage diverse communities worldwide.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not
limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

Remember:
“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Copyright Statement

The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted by the instructor.

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: “I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”

Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; the schedule and topics list are subject to change. These changes will be discussed in class and subsequently communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,  
Executive Director, Payroll and HR Services  
Title IX Coordinator
The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
APPENDIX A: COMPETENCIES

1. Council on Education for Public Health (CEPH)

D1. MPH & DrPH Foundational Public Health Knowledge

Profession & Science of Public Health
D1.1. Explain public health history, philosophy and values
D1.2. Identify the core functions of public health and the 10 Essential Services
D1.3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health
D1.4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
D1.5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
D1.6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health
D1.7. Explain effects of environmental factors on a population’s health
D1.8. Explain biological and genetic factors that affect a population’s health
D1.9. Explain behavioral and psychological factors that affect a population’s health
D1.10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
D1.11. Explain how globalization affects global burdens of disease
D1.12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

D2. MPH Foundational Competencies

Evidence-based Approaches to Public Health
D2.1. Apply epidemiological methods to the breadth of settings and situations in public health practice
D2.2. Select quantitative and qualitative data collection methods appropriate for a given public health context
D2.3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
D2.4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems
D2.5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings

D2.6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health
D2.7. Assess population needs, assets and capacities that affect communities’ health
D2.8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
D2.9. Design a population-based policy, program, project or intervention
D2.10. Explain basic principles and tools of budget and resource management
D2.11. Select methods to evaluate public health programs

Policy in Public Health
D2.12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
D2.13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
D2.14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
D2.15. Evaluate policies for their impact on public health and health equity

Leadership
D2.16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
D2.17. Apply negotiation and mediation skills to address organizational or community challenges

Communication
D2.18. Select communication strategies for different audiences and sectors
D2.19. Communicate audience-appropriate public health content, both in writing and through oral presentation
D2.20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice
D2.21. Perform effectively on interprofessional teams

Systems Thinking
D2.22. Apply systems thinking tools to a public health issue

MPH HPM Concentration Competencies

1. Analyze the role and impact of policy and management on the public health and the health of communities. Develop and justify budgets
2. Develop and justify budgets that support programs and organizations in the public health and health care sectors.
3. Evaluate policy and management structures, functions, authorizations, and challenges facing public health organizations and their ability to improve health outcomes.
4. Create project or program goals, strategies, and objectives; and explain their effect on public health or health care.
5. Recommend and justify policies or organizational initiatives for implementation after examining their feasibility and implications.
Commission on Accreditation of Healthcare Management Education (CAHME)

**MHA CORE COMPETENCIES:**

1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the United States.
2. Describe the legal and ethical bases for public health and health services.
3. Explain methods of ensuring community health safety and preparedness.
4. Discuss the policy process for improving the health status of populations.
5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
6. Apply principles of strategic planning and marketing to public health.
7. Apply quality and performance improvement concepts to address organizational performance issues.
8. Apply “systems thinking” for resolving organizational problems.
9. Communicate health policy and management issues using appropriate channels and technologies.
10. Demonstrate leadership skills for building partnerships.

**MHA PROGRAM SKILLS**

**TECHNICAL SKILLS**

**Software Skills**
1. Database
2. Presentation
3. Spreadsheet
4. Word processing

**Statistical Analysis**
5. Descriptive statistics
6. Graphical presentation of data
7. Inferential statistics

**Public Health Quantitative Methods**
8. Community and/or population needs assessments
9. Access and use vital statistics and other population health indicators
10. Calculate basic epidemiology measures

**Quantitative Methods for Health Services Delivery**
11. Understanding healthcare finance
12. Financial analysis
13. Economic analysis
14. Concepts and principles of risk
15. Methods and tools for quality and process improvement
16. Methods and tools for operations management

**MANAGEMENT SKILLS**

**Oral Communication Skills**
17. Interviewing skills
18. Presentation skills
19. Team building skills

**Written Communication Skills**
20. Healthcare terminology and acronyms
21. Memos
22. Business reports
23. Résumés
24. Electronic media including e-mail & social media

**Planning and Implementation Skills**
25. Team building
26. Project management
27. Budget preparation and analysis
28. Strategic and business planning
29. Problem solving

**Understanding and Practice of Leadership**
30. Understanding attributes of leadership
31. Demonstrate leadership
32. Professionalism
33. Critical thinking

**Professionalism and Professional Development**
34. Ethics
35. Culture and diversity
36. Accountability
37. Etiquette
38. Network